DOCUMENT RESUME

ED 277 191 EC 191 397

AUTHOR	Frimmer, Barbara
TITLE	Sounds and Language: A Work/Play Approach.
REPORT NO	ISBN-0-8134-2535-2
PUB DATE	86
NOTE	220p.
AVAILABLE FROM	Interstate Printers and Publishers, Inc., Jackson at Van Buren, Danville, IL 61832 ($12.95, quantity discount available).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Consonants; *English Instruction; *Lesson Plans; *Perceptual Handicaps; Primary Education; *Speech Handicaps; *Speech Instruction; Speech Therapy; *Teaching Methods

ABSTRACT

Originally developed, refined, and presented by a speech-language pathologist for perceptually impaired children, the lessons presented in this book can be used by regular classroom and special education teachers to stimulate 6- to 9-year-olds' interests in sounds, letters, and words. Each of the 54 lessons is based on one particular consonant or blend, with attention given to seeing, feeling, and hearing how the sound is produced. Lessons start with a list of words (chosen for their ability to be pictured, dramatized, presented as actual objects, felt, or worn) that begin with the consonant or blend, followed by a list of suggested materials (mostly common home or school items). Lessons frequently use synonyms, antonyms, homonyms, comparatives, rhyming words, riddles, nonsense words, and verbal associations. Choral speaking and poetry are part of every lesson. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

6888

ED277191

SOUNDS

and

LANGUAGE

A Work / Play Approach

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Ronald L McDaniel
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Barbara Frimmer

EC191397

SOUNDS

and

Barbara Frimmer, M.A., CCC-SP

LANGUAGE

A Work / Play Approach

THE INTERSTATE Printers & Publishers, Inc. / DANVILLE, ILLINOIS

SOUNDS AND LANGUAGE: A Work / Play Approach

Copyright © 1986 by
THE INTERSTATE PRINTERS & PUBLISHERS, INC.

All Rights Reserved / Printed in U.S.A.

Library of Congress Catalog Card No. 85-82451

ISBN 0-8134-2535-2

1 2 3
4 5 6
7 8 9

To ***Steve***

Preface

SOUNDS AND LANGUAGE: A Work / Play Approach is written for specialist and non-specialist teachers who seek additional materials and techniques to stimulate interest in the use of language through a work / play presentation of sounds, letters and words. Each lesson is based on one particular consonant or blend. Attention is given to seeing, feeling and hearing how the sound is produced. The letter name is given and the printed form is presented. The words are chosen for their ability to be pictured, dramatized, presented as actual objects, felt, worn, used or played with verbally. A variety of language forms arise naturally from the material, such as complete sentences, interrogative reversals, wh questions, negatives, regular and irregular plurals, pronouns and present, past and future tense verbs. Appropriate words for numbers, colors, sizes and shapes are emphasized in many lessons, as are concepts such as pairs and same / different. Synonyms, antonyms, homonyms and comparatives appear frequently, and rhyming is a part of almost every lesson. Various lessons employ riddles, nonsense words, compound words, words with multiple meanings and verbal associations. Choral speaking is a part of every lesson, as is poetry.

Each lesson starts with a list of words that begin with a particular consonant or blend, though not all the words are always used in the lesson. A list of suggested materials is included. They are mostly common home and school items or items that can easily be made by the teacher.

The lessons were originally presented in weekly 15- to 20-minute sessions by the school speech / language pathologist. They were given to classes of six- to nine-year-old students who were perceptually impaired. Their purpose was to expand the children's use of language; to improve the clarity of their speech; and to stimulate an interest in sounds and their printed symbols. These lessons can, with slight modification, be adapted for use in all early elementary grades. However they are used, experience has shown that their success depends upon dramatic presentation. Animated delivery is helpful, and enthusiasm is essential. Invariably, the enthusiasm is reflected in the students' responses.

Students' participation is a vital element in all the lessons. Their responses should be acknowledged in some way - with a smile, a nod or a verbal comment. Sometimes a student's answer is not appropriate; even so, constructive use can be made of it. That answer may involve a word that begins with a sound previously worked on, one that is soon to be covered or one that has the target sound in a different position. It may rhyme with the appropriate word, be a rhyming nonsense word or a synonym or an antonym. It may be the result of an association of ideas from the student's experiences; in which case, the student should be asked to tell what made him / her think of that particular answer.

The classroom teacher was always present when the lessons were given. At the very least, his / her presence ensured a reasonable level of discipline. More important, the skills and knowledge gained by the students could be reinforced by the teacher in other contexts, in the course of daily activities and events.

The lessons were developed and refined by a practicing speech / language pathologist over a period of many years. They are offered to both the specialist and non-specialist teacher, though the structure of each lesson, as presented, is obviously in the form of a speech / language pathologist's visit to a classroom. For the sake of simplicity, the title of TEACHER is used to designate the person giving the lesson.

The Order of Presentation

For the convenience of the classroom teacher, the lessons are arranged in alphabetical order by consonant sound. A certain flexibility is called for in using the alphabetic model. For instance, the sound / g /, as in the word go, comes after / f /, but the sound / g /, as in the word giant, is / j / - / dʒ / and comes after / h /. Then, too, there is no / c / sound as such but rather / k / or / s /. However, / ch / - / tʃ /, which is related to the / j / - / dʒ / sound, is, for convenience, placed between / b / and / d /. / th / is listed twice, once for the voiceless sound / θ /, as in the word thin, and again for the voiced sound / ð /, as in the word this. The sound / qu /, as in the word quart, is / kw / and comes under the / w / blends. As for blends, to maintain alphabetic convenience, the / l /, / r / and / s / blends are listed alphabetically along with those single consonants. On the other hand, although the sound of / x / is / ks /, it is listed here after / wh / - / hw / because it is not generally thought of as an / s / blend. The middle consonant sound in the word measure is spelled zh / ʒ / and comes after / z /.

All of this is not as complicated as it sounds -- as a look at the Contents will quickly show.

The Grouping of Sounds

Each sound is produced by placing the tongue, lips and teeth in a particular position called its place of articulation. A speech / language pathologist, who is concerned with the place of articulation of each sound, would be likely to arrange the sounds in the following order:

Bilabial

p
b
m
w
wh / hw /

Labio-dental

f
v

Lingua-dental

th / θ / as in thin
th / ð / as in there

Lingua-alveolar

t
d
n

Lingua-alveolar (continued)

l, l blends
r, r blends
s, s blends
z

Lingua-palatal

sh / ʃ /
zh / ʒ / as in measure
ch / tʃ /
j / dʒ / as in jar

Lingua-velar

k
g as in go

Glottal

h

Some consonants are paired because they are produced with the same movement of the tongue, lips and teeth. The difference between these paired sounds is that one is voiced and the other is voiceless. On a voiced sound, the vocal folds vibrate, and the vibration can be felt on the lips and sometimes on the tongue. The voiceless sound uses only the breath.

Voiced	--	Voiceless
b	--	p
d	--	t
g as in go	--	k
v	--	f
th /ð/ as in there	--	th /θ/ as in thin
z	--	s
zh /ʒ/ as in measure	--	sh /ʃ/
j /dʒ/ as in Jane	--	ch /tʃ/

Contents

Preface vii

The Order of Presentation ix

The Grouping of Sounds xi

b /b/ 1

ch /tʃ/ 5

d /d/ 9

f /f/ 13

g /g/ 17

h /h/ 21

j /dʒ/ 25

k /k/ 29

c /k/ 32

l /l/ 36

bl /bl/ 40

cl /kl/ 44

fl /fl/ 47

gl /gl/ 51

pl /pl/ 55

sl /sl/ 59

m /m/ 63

n /n/ 67

kn /n/ 70

ng /ŋ/ 74

p /p/ 78

r /r/ 82

br /br/ 86

cr /kr/ 89

dr /dr/ 93

fr /fr/ 97

gr /gr/ 101

pr /pr/ 105

tr /tr/ 109

s /s/ 113

sk / sc /sk/ . . . 117

sm /sm/ 121

sn / sn / 125
sp / sp / 129
st / st / 133
sw / sw / 137
scr / skr / 141
spr / spr / 145
spl / spl / 149
squ / skw / 152
str / str / 155
sh / ʃ / 159
t / t / 163
th, thr /θ, θr/ . . . 167
th / ð / 171
v / v / 175
w / w / 179
qu / kw / 182
tw / tw / 186
wh / hw / 190
x / ks / 194
y / j / 198
z / z / 201
zh / ʒ / 204

b /b/

WORDS:	button(s)	bug(s)	beans	bottle
	but	big	boy	bubble

MATERIALS SUGGESTED:

1. Buttons on several items of the teacher's clothing.
2. Loose buttons of various sizes, enough for each child and the teacher to have several.
3. Several different kinds of dried beans taped to construction paper.
4. (Optional) a bag of jelly beans.
5. (Optional) a short poem using the / b / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Concept: big-medium-little

LESSON

TEACHER: (Comes in wearing clothes with buttons. Shows and gives out individual buttons.)

> There are buttons for you.
> There are buttons for me.
> There are buttons for everyone,
> For everyone, you see.

(Tells the class to repeat after him / her, one line at a time, and then says the rhyme again. Divides the class into four small groups, assigns one line to each and repeats the rhyme as a choral speaking exercise. Assigns each group a different line and repeats until each group has been assigned all four lines.)

(Points to the buttons on her / his own clothes.) Here's a button. Here's another button. One, two, three, four buttons. I have four buttons. Mary, how many buttons do you have?

CHILD: I have two buttons.

TEACHER: Mary, ask John to tell you how many buttons he has. If he has none, he may say, "I have no buttons."

CHILDREN: (Take turns answering and asking the question.)

TEACHER: The word button begins with the sound / b /. The letter is b. (Writes b on the chalkboard.) See my lips come together and move apart. (Says the / b / sound three times.) Do it three times with me and feel your lips come together and move apart. / b /, / b /, / b /. Close your eyes and hear the sound as you make it. / b /, / b /, / b /. Open your eyes. You can see the sound; you can feel it; and you can hear it.

(Holds up different size buttons, one at a time.) Buttons are made in different sizes. This is a big button. This is a little button. This button is not big. It is not little. It is medium size. Lisa, what size button do you have?

CHILD: I have a big button. (The child may say, "Here is a big button" or "This is a big button" or just "a big one" and then the child returns it to the teacher.)

TEACHER: Lisa, ask a boy in your group: "What size button do you have?" (Girl asks boy and boy asks girl, if possible, to limit the choice, unless this is unnecessary.)

CHILDREN: (This pattern continues until all the children have had a turn answering and asking the question and then have returned the buttons to the teacher.)

TEACHER: Here's a rhyme about a bug.

Bug, bug, bug,
Crawling on the rug.
Bug, bug, bug,
Don't ask for a hug.

(The class follows the pattern set for choral speaking.)

TEACHER: Bug rhymes with dug and hug. What other words rhyme? (Waits for response. If a response is inappropriate, the teacher makes a positive response whenever possible, by giving a rhyming word for the one offered, or by noting that the word given rhymes but is a nonsense word.)

CHILDREN: Jug, lug, mug, rug, tug, snug, chug, plug.

TEACHER: (Shows and names dried beans taped to construction paper.) Here's a rhyme about beans.

I like beans,
You like beans,
We all like beans,
All kinds of beans.

(Choral speaking.)

Bean rhymes with Dean and Jean and . . .

CHILDREN: Mean, lean, queen, seen, teen, green, clean. (If permissible, the teacher gives out jelly beans for the children to eat.)

TEACHER: Now you know some words that begin with the / b / sound. What are they?

CHILDREN: Beans, bug, big, button, boy. (The teacher writes the words on the chalkboard.)

TEACHER: There are boys in our class. John is a boy. Robert is a . . . (Waits for response.) George is a . . . (This pattern continues until all the boys have been named.) Boy begins with the sound . . . (Waits for response and then writes boy.)

(The teacher always waits for a response from the class before supplying it. Facial expression, vocal intonation and/or gesture is used to elicit responses from the children.)

Listen for the / b / words in this poem. (May wish to ask children to name them.)

> Bottle, bottle, on the table
> Tell me why, if you are able,
> When I shake you and then stop,
> Bubbles rise up to the top.
>
> Bubble, bubble, at the top,
> Are you just a little drop?
> But, of course, I have to say
> When at rest, you drop away.

SUMMARY: In addition to presenting and reinforcing the / b / sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the concept of big-medium-little.

ch / tʃ /

WORDS:
chew
chalk
chin
cheeks
cheese
chunk
chocolate
chip
children
check-up
check
checkers

MATERIALS SUGGESTED:

1. A chocolate chip cookie, a chunk of cheese and a chunk of chocolate.
2. Three pieces of chalk, each a different length.
3. Pictures of children engaged in a variety of activities, one for each student and the teacher. For example, pictures of children playing ball, running, jumping, swimming, laughing, flying kites.
4. (Optional) a short poem using the / tʃ / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Comparatives: big-bigger-biggest
5. Plural: children
6. Multiple meanings of check

LESSON

TEACHER: (Walks in chewing a chocolate chip cookie. Stands in front of the class and continues chewing.) See me chew my chocolate chip cookie. Chew, chocolate and chip all begin with the same sound -- / tʃ /. The letters are ch. (Writes ch on the chalkboard.) / tʃ / is really two sounds that we say together very fast. Listen. / t /, / ʃ /. See the tip of my tongue go up and down when I say / t /. See my lips come forward when I say /ʃ/. Feel the tip of your tongue go up and down when you say / t /. (Waits for response.) Feel your lips come forward when you say / ʃ /. (Waits for response.) Now put them together like this, / t-ʃ /. (Waits for response.) Faster. / tʃ /. Hear the new sound. the / tʃ / sound. (Points to the letters on the board.) Let's say it three times. / tʃ /, / tʃ /, / tʃ /. (Writes chew, chocolate and chip on the board and then says the words.) Say the words after me and hear the / tʃ / sounds. Chew, chocolate, chip. (Waits for response.)

The word chew rhymes with grew and true and . . .

CHILDREN: New, few, blew, crew, clue, flew, glue, stew.

TEACHER: (Shows a chunk of cheese and a chunk of chocolate.) Listen to the / tʃ / words in this rhyme:

Here's a chunk of chocolate,
Here's a chunk of cheese,
Here's a chunk, there's a chunk,
Where's a chunk to freeze?

(The class follows the pattern set in the first lesson for choral speaking.)

(Holds up the smallest piece of chalk.) Chalk begins with the sound . . . (Waits for response and then writes the word on the board.) We use chalk to write on the chalkboard. See how big this piece of chalk is. (Shows a bigger piece.) This piece of chalk is bigger. (Shows the biggest piece.) This is the biggest. (Holds up the pieces one at a time.) This piece of chalk is big, but this one is . . . and this piece is the . . . (Waits for responses. Supplies the responses, if necessary.)

(Touches his / her chin and cheeks.) This is my chin. These are my cheeks. I have one . . . and two . . . (Points to the items and waits for responses.) You do it.

CHILDREN: (Pointing.) I have one chin and two cheeks.

TEACHER: The words chin and cheeks begin with the sound . . . (Waits for response and then writes the words on the board.)

(Shows pictures of children engaged in different activities, describes each in a sentence using the word children and then gives the pictures out to all, keeping one for herself / himself.) I have a picture of children playing ball. John, what do you have?

CHILD: I have one of children jumping.

TEACHER: John, ask Carol, "What do you have?" (Carol responds and then asks another child. This pattern continues until everyone has had a turn answering and asking the question. Collects the pictures.) Children begins with . . . (Waits for response and then writes children.)

The word check is used in different ways. (Makes a check mark on the board.) This is a check. It means . . . (Waits for response and then writes check.) You may have a check-up when you go to the doctor. And you may play a board game called . . . (Waits for response.) Yes, checkers.

(Models a sentence with one of the words on the board and then erases that word.) Raise your hand when you think of a sentence for the word _____. (Names one and then calls on a volunteer to make up a sentence and then to erase the word. This pattern continues until all the words have been erased.) How many of the words can you remember? (Writes the words on the board again as the children call them out.)

Listen for the / tʃ / words in this poem. (May wish to ask children to name them.)

Cookies made with chocolate chips
Are really such a treat;
They're champions of the cookie world,
And have all others beat.

Cheerful chips in cookies
Will leave you with a smile,
But cookies made with chuckle chips
Are better by a mile.

So have some chocolate chips with me,
Whatever kind you choose;
You'll find they're just the thing to chase
The cookie chipper blues.

SUMMARY: In addition to presenting and reinforcing the / tʃ / sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in using the comparatives big-bigger-biggest and the irregular plural children and in demonstrating multiple meanings of the word check.

d / d /

WORDS:			
	doll	delicious	desk
	door	December	dish
	doughnut(s)		

MATERIALS SUGGESTED:

1. A doll and a doughnut.
2. Five small pictures of / d / items and two other pictures, preferably mounted on a sheet of 9" x 12" construction paper.
3. Small pictures of / d / items, preferably mounted on 3" x 5" cards, two of a kind, so each child can have one-half of a pair. Duplicate pairs may be necessary.
4. (Optional) a short poem using the / d / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Negatives
5. Concept: pairs

LESSON

TEACHER: (Comes in carrying a doll and nibbling on a doughnut. Sits at his / her desk, puts down the doll and continues nibbling. Uses facial expressions and gestures to invite the class to guess today's sound.) This is delicious. I like to eat doughnuts. There are different kinds of doughnuts. There are jelly doughnuts and . . .

CHILDREN: Chocolate-covered doughnuts, sugar doughnuts, cinnamon doughnuts, plain doughnuts.

TEACHER: I like plain doughnuts. Amy, what kind do you like? (By modeling, encourages a complete sentence response.)

CHILD: I like jelly doughnuts.

TEACHER: Amy, ask someone else, "What kind of doughnuts do you like?" (Models the question.) If you don't like doughnuts, you may say, "I don't like doughnuts." (This pattern continues until each child has had a turn answering and asking the question.)

The word doughnut begins with the sound / d /. So does the word delicious. "A doughnut is delicious." Say it with me and hear yourself make two / d / sounds. (Waits for response and then writes the letter and the two words on the board.) Listen for more words that begin with / d /. (Points to the doll on the desk.) "The doll is on my desk." What two words beginning with / d / did you hear? (Waits for response and then writes the words on the board.)

See my tongue go up and down as I make the / d / sound. Feel the tip of your tongue go up and down. (Waits for the children to say the sound.) Close your eyes and hear the sound. (Waits for the children to say the sound again.) Open your eyes. You see the sound, you feel the sound and you hear the sound.

Here are pictures of more things that begin with / d /. (Shows each small / d / picture, names each / d / item, saying, "This is a _____," and then gives the picture to a child. Keeps one picture, if necessary to complete a pair.) Kevin, tell me what you have.

CHILD: I have a _____. (This pattern continues until everyone has told what he / she has.)

TEACHER: Who has a picture that matches Kevin's, that is the same as Kevin's? (Waits for response. Then calls both children to the front of the room.) Kevin and Jim have the same picture. Together they have a pair of _____. (Kevin and Jim remain standing.) Jennifer, what do you have? (Waits for response.) Who has the same picture? (This pattern continues until all the children are standing in pairs holding their pictures.) Kevin and Jim, tell us what you have a pair of.

CHILDREN: We have a pair of _____. (The children give the pictures to the teacher and then sit down. This pattern continues until everyone has been seated.)

TEACHER: (Holds up the pack of pictures.) All these words begin with the sound . . . (Waits for response.) The letter is . . . (Waits for response.) Each picture had a matching picture. Together they made a . . . (Waits for response.) Yes, a pair.

Now, listen and then tell me what I'm doing. Dish, wish, fish, swish. (Waits for response.) Yes, I'm rhyming. The word door rhymes with chore and bore and . . .

CHILDREN: Floor, more, for, core, store, shore.

TEACHER: (Holds up the sheet of construction paper on which the small pictures have been mounted.) Find the things that begin with / d /. (Waits for responses.) Why didn't you name _____ and _____?

CHILDREN: They didn't begin with / d /.

TEACHER: There is a month whose name begins with / d /. December. Christmas comes in . . . It's cold in . . . Sometimes it snows in . . . (Waits for responses.) Remember December. (Looks questioningly at the class and then repeats.) Remember December? Those words rhyme. Say them with me and hear them rhyme. (Repeats twice with the children.)

Listen for the / d / words in this poem. (May wish to ask children to name them.)

Late one night in a dark museum,
In the drafty Dinosaur Hall,
I heard a diplodocus stir
And send to his mate this call:
"O, my darling; O, my darling;
O, my darling dinosaur;
You are deader than the dodo,
Dusty bones and nothing more."

SUMMARY: In addition to presenting and reinforcing the / d / sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using negatives and the concept of pairs.

f /f/

WORDS: four
five
fingers
fist
foot
feet
face
feather
fish

MATERIALS SUGGESTED:

1. A picture of a colorful bird and/or a feather.
2. Small pictures of / f / items, each preferably mounted on a 3" x 5" card, one card for each child and the teacher.
3. (Optional) a short poem using the / f / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Counting
5. Pronoun: I

LESSON

TEACHER: (Walks in holding one hand up with the thumb hidden from view. Counts the other fingers aloud.) One finger, two fingers, three fingers, four fingers. (Looks at the other hand with all five fingers spread out and then counts them in a tone of voice that indicates surprise at the fifth finger. Looks back at the first hand, counts the four fingers, pops the thumb out and, with a big smile and a sigh of relief, counts it.) Let's all count our fingers.

CHILDREN: (All together with the teacher count the fingers on one hand.) One finger, two fingers, three fingers, four fingers, five fingers. (Repeat with the other hand.)

TEACHER: (Holds up one hand and makes a fist.) I made a . . . (Waits for response. Supplies one, if necessary.) Everyone make a fist and say the word. (Waits for response.)

Listen to the / f / sound at the beginning of these words: fist, fingers, four, five. See my top teeth on my bottom lip. / f /. Put your top teeth on your bottom lip and feel yourself make the / f / sound. Put your hand in front of your mouth and feel the air come out as you say / f /. (Waits for responses.) Hear yourself make the / f / sound when you say fist, fingers, four, five. (Waits for response and then writes the words on the board.) Fingers are part of your body. What other parts of your body begin with / f /?

CHILDREN: Foot, feet, face.

TEACHER: Everyone stand up. Point to one foot. (Waits for response.) Point to two feet. (Waits for response and then repeats the actions.) One foot, two feet. (Tells the class to sit down.)

Your eyes are on your face. What else is on your face?

CHILDREN: My nose is on my face. My mouth is on my face. My cheeks are on my face. My chin is on my face. My eyebrows are on my face.

TEACHER: (Adds the words foot, feet and face to the list on the board.)

The word fish begins with / f /. (Writes the word on the board.) Here is a rhyme about fish.

> Do you wish to catch a fish?
> I will not swish it on my dish.
> I will not swish it on my dish,
> If you catch a fish, fish, fish.

(The class follows the pattern set in the first lesson for choral speaking.)

(Shows a picture of a colorful bird and/or a feather.) Birds come in many different colors. This one has red and blue feathers. Only birds have feathers. (Adds the word feather to the list on the board.)

Here are pictures of things that begin with / f /. (Gives each child one small picture and keeps one.) I have a _____. Amy, what do you have?

CHILD: I have a _____. John, what do you have? (The teacher tells Amy to ask someone else, and this pattern continues until everyone has had a turn answering and asking the question.)

TEACHER: (Asks for the pictures, one at a time, beginning with his / her own picture in order to model the response.) Who has the _____? I do. Who has the _____?

CHILD: I do. (The child gives the teacher the picture. This pattern continues until all the picture cards have been returned.)

TEACHER: (Turns to the list of words on the board.) Who can think of a sentence with the word four? (Calls on a volunteer who then erases the word. This pattern continues until all the words have been put into sentences and then erased from the board.)

Listen for the / f / words in this poem. (May wish to ask children to name them.)

> If you're feeling frisky,
> Let's play finger games.
> Five fingers make a fist.
> Do you know their names?
>
> The forefinger is the first,
> Which some the pointer call.
> The middle finger is the next,
> The longest one of all.

The ring finger's after that,
Second from the end.
The tiny one's the pinky,
That you mustn't bend.

Don't forget the final one.
Simply called the thumb.
If you say thumbfinger,
People think you're dumb.

SUMMARY: In addition to presenting and reinforcing the / f / sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in counting and in using the pronoun _I_.

g /g/

WORDS:
good
game
gum
guess
goldfish
goat
girl
gate
ghost
goblin
guitar
goose

MATERIALS SUGGESTED:

1. Any game and a piece of gum.
2. Several small pictures of / g / items, preferably mounted on a large piece of construction paper.
3. Small pictures of / g / things, drawn or mounted on 3" x 5" cards, one card for each child and the teacher.
4. (Optional) a short poem using the / g / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Counting

LESSON

TEACHER: (Comes in carrying a game and chewing gum in an exaggerated manner. Walks around the room, greeting several children, in turn.) Good morning / afternoon, John. Good morning / afternoon, Carol. (Comes to the front of the room.) Greet each other the same way.

CHILDREN: (Turn to those next to, behind and in front of them.) Good morning / afternoon, _____.

TEACHER: (Emphasizes the / g / words.) That's good. Now I'll put my game down here. I'm finished with my gum. (Throws it away.) Can you guess the sound for today? (Waits for response.) The sound is / g / and the letter is g. (Writes the letter on the chalkboard.) How did you know? (Waits for response.) Yes, that's right. *Good*, *game*, *gum* and *guess* all begin with / g /. (Writes the words on the board.)

(Holds up the piece of construction paper on which are pasted several pictures of / g / items.) Here are pictures of things that begin with / g /. I see a goldfish. Kevin, what do you see?

CHILD: I see a goat. (The teacher tells Kevin to ask another child the same question.) Robert, what do you see? (This pattern continues until all the children have had a turn answering and asking the question. Some items will be named more than once. The teacher encourages but does not require a complete sentence response.)

TEACHER: *See* the back of my tongue move up and down as I make the / g / sound. / g /, / g /, / g /. *Feel* the back of your tongue go up and down as you say it three times. (Waits for response.) *Hear* the sound when you say *good*, *game*, *guess*. (Waits for response.)

(Gives each child a small / g / picture card, keeps one and holds it so it can't be seen.) I'm going to make up a sentence with my picture word. Tell me which is the / g / word. "The girl is smiling." (Waits for response. Then calls on volunteers to make up a sentence and tells the class to find the / g / words in those sentences. This pattern continues until everyone has had a turn. The teacher may supply a sentence for a child to repeat, if necessary. Collects the cards.) How many / g / words can you remember? (Writes the words on the board as the children call them out.)

(Points to *gate* on the board.) *Gate* rhymes with *wait* and *late* and . . .

CHILDREN: *Date*, *fate*, *hate*, *mate*, *plate*, *slate*, *crate*, *grate*.

TEACHER: Listen to this rhyme.

The girl is at the gate.
The boy is at the gate.
They both have to wait
Because they are late.

(The class follows the pattern set in the first lesson for choral speaking.)

(Holds up the game.) This game is called _____. _____ is the name of the game. (Smiles and looks expectantly at the class.) Say, those . . . (Waits for response.) Yes, those words rhyme. Name, game. Name some other games. (Waits for responses.)

(Points to the word ghost on the board.) On Halloween some people dress up as . . . (Waits for response.) Yes, ghosts.

Now let's count all the / g / words on the board. (Counts with the children.) All together there are _____ words. (Waits for response.) I'm going to use one word in a question like this: "Is that a good book?" Who will use the word game in a question? (Calls on volunteers. Models the correct form, if necessary. This pattern continues until everyone has had a turn.)

Listen to the / g / words in this poem. (May wish to ask children to name them.)

Goodness gracious! There's a goblin
Sitting in that tree.
Get lost! You gave me quite a fright,
Waiting there for me.

I'm no goblin, I'm a gremlin,
Hiding here from you,
Who frightened me, because I thought
You were a goblin too.

Getting closer, growing friendly,
Both of us agree
It's good to be together -- if
A goblin we did see.

SUMMARY: In addition to presenting and reinforcing the hard / g/ sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in counting.

h /h/

WORDS:
hi
hello
hat
hair
hand
heart
hen
horse
half
house
head
hide

MATERIALS SUGGESTED:

1. Several different hats and a paper heart worn by the teacher.
2. Pictures of different kinds of hats, drawn or mounted on a sheet of construction paper.
3. Small pictures of items, half beginning with /h/ and half beginning with other sounds, one picture for each child and the teacher.
4. Pictures of different kinds of houses.
5. (Optional) a short poem using the /h/ sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Negatives
5. Concept: half
6. Antonyms: on-off, long-short, curly-straight, big-little, tall-short, wide-narrow

LESSON

TEACHER: (Comes in wearing several different hats, one on top of the other, and with a paper heart taped over his/her heart. Walks around, saying "hi" or "hello" to each child. Comes to the front of the room. Takes off the hats, one at a time, saying "hat" with a surprised voice as though not understanding where so many hats are coming from. Pats hair, saying "hair." Looks questioningly at the hand used, saying "hand." Then, he/she looks at the other hand, and using a different inflection, says, "hand." Places one hand over his/her heart and says, "heart." Repeats all the /h/ words he/she has used and then writes them on the board.) All these words begin with the sound . . . The letter is . . . (Waits for responses.) Put your hand in front of your mouth and feel the puff of air as you say / h /. (Demonstrates.) Close your eyes and hear yourself make the sound. (Waits for response.) Open your eyes and see my lips stay open as I make the / h / sound. You see the sound, you hear it and you feel it.

(Holds up the sheet of construction paper with the different kinds of hats.) Let's name all these different kinds of hats.

CHILDREN: A police officer's hat, a firefighter's hat, a soldier's hat, a sailor's hat, a cowboy hat, a straw hat, a rainhat, a top hat, a man's hat, a woman's hat, a baby's hat.

TEACHER: Make believe you have a hat. Put it on. Take it off. (Waits for the actions.) (Points to the word hat on the board.) Hat is an easy word to rhyme. Hat, bat, fat, cat . . .

CHILDREN: Mat, pat, rat, sat, vat.

TEACHER: Here's a rhyme using the word hat.

> If the cat has a hat,
> And the rat has a hat,
> Will they both wear their hats
> When they sit on their mats?

(The class follows the pattern set in the first lesson for choral speaking.)

You wear a hat on your head. Head is another word that begins with . . . (Waits for response and then points to the word head on the board.) What grows on your head? (Waits for response and then points to the word hair on the board.) Hair can be long or short, curly or straight. My hair is short and curly. Amy, describe your hair.

CHILD: My hair is long and straight. (The teacher tells Amy to ask another child to describe his / her hair. This pattern continues until several or all the children have had a turn.)

TEACHER: (Hands out the small pictures.) Some pictures have items that begin with / h / and some do not. (Holds up one picture.) Key does not begin with / h /. George, tell us about your picture.

CHILD: Horse begins with / h /. (The teacher tells George to ask someone else to tell about his / her picture. This pattern continues until everyone has had a turn.)

TEACHER: Everyone with an / h / picture stand on one side of the room. Everyone with a picture that does not begin with / h /, stand on the other side. Let's count everyone on each side. (Everyone counts.) The numbers are the same. (The teacher takes part, if necessary.) Half the class has / h / pictures and half the class does not. (Collects the pictures and then tells the children to sit down.) The word half begins with . . . (Waits for response and then writes half on the board.)

(Shows pictures of different kinds of houses.) House is another / h / word. Some houses are big; some are little. Some are tall; some are short. Some are wide; some are narrow. (Writes house on the board.)

Let's make up sentences for the / h / words. I'll start. "I say hello to the people I know." (Erases hello. Calls on volunteers to put the other words on the board into sentences and then to erase the words. When they have all been erased, asks, "How many / h / words can you remember?" Writes them again quickly as the children call them out.)

Listen to the / h / words in this poem. (May wish to ask children to name them.)

If you have a head of hair,
A hat may halfway hide it.
But with no hair beneath your hat,
Your head fits snugly inside it.

SUMMARY: In addition to presenting and reinforcing the / h / sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using negatives, the concept of half and the antonyms _on_-_off_, _long_-_short_, _curly_-_straight_, _big_-_little_ and _tall_-_short_.

j /dʒ/

WORDS: jump jam jelly Jack
jewelry jar juice Jill

MATERIALS SUGGESTED:

1. A jump rope.
2. One or two pieces of jewelry, such as a ring and earrings, worn by the teacher.
3. Small jars of food, such as jam, mustard, pickles, mayonnaise, nuts, instant coffee (or small pictures drawn or mounted on a sheet of construction paper).
4. (Optional) a short poem using the /dʒ/ sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Concept: jewelry
5. Compound words: jellybeans and jellyfish

LESSON

TEACHER: (Comes in jumping rope. Jumps around the room. Puts down the rope.) I like to jump rope. Who likes to jump rope? (Waits for response.) The word jump begins with the sound /dʒ/. The letter is j. (Writes j on the board.) /dʒ/ is really two sounds put together. Listen. /d/, /ʒ/. (/ʒ/ as in treasure.) See the tip of my tongue go up and down when I say /d/. Feel the tip of your tongue go up and down when you say /d/. (Waits for response.) See my lips come forward when I say /ʒ/. Feel your lips come forward when you say /ʒ/. (Waits for response.) Hear the two sounds together, /d-ʒ/. (Makes a distinct separation between the two sounds.) Hear yourself make the two sounds. (Waits for response.) Faster, like this: /dʒ/. (Waits for response.)

The word jump rhymes with bump and lump and . . .

CHILDREN: Dump, hump, pump, chump, stump, slump, clump.

TEACHER: The word jewelry begins with / dʒ /. (Points to any pieces of jewelry he / she may be wearing.) A ring is jewelry; earrings are jewelry. Think of some other things that are jewelry. (Writes jewelry on the board.)

CHILDREN: A necklace is jewelry. A bracelet is jewelry. A locket is jewelry. A pin is jewelry. (The teacher expands one- or two-word utterances into complete sentences.)

TEACHER: The word jam begins with / dʒ /. (Writes jam on the board.) I like grape jam. There are other kinds of jam, such as strawberry jam and blackberry jam and blueberry jam. Mary, what kind of jam do you like?

CHILDREN: (Take turns answering and asking the question.)

TEACHER: Here's a rhyme about jam.

Jam is gooey.
Jam is sweet.
Jam is sticky.
Jam's a treat.

(The class follows the pattern set in the first lesson for choral speaking.)

(Holds up some jars, including a jar of jam. Points to the jar of jam.) Here's a jar of jam. Jar? (Looks happily surprised.) The word jar begins with . . . (Waits for response and then writes jar on the board.) Let's name all these things. A jar of mustard, a jar of pickles, a jar of nuts . . . (Waits for children to name the others.)

Jelly is like jam. It's good to spread on bread and crackers, and it tastes sweet. Jelly begins with . . . (Waits for response and then writes jelly on the board.)

TEACHER: Did you ever eat jellybeans . . . ? Or see a jellyfish . . . ?

> I saw a little jellyfish,
> A very, very smelly fish,
> A smelly little jellyfish
> Swimming in my dinner dish.

(Choral speaking.)

Another / dʒ / word is juice. Juice is a drink. Let's name the juices we know. (Writes juice on the board.)

CHILDREN: Orange juice, apple juice, pineapple juice, lemon juice, grapefruit juice, grape juice, lime juice, tomato juice.

TEACHER: Some people's names begin with / dʒ /. Jack and John and . . .

CHILDREN: Jill, James, Jerry, Jean, Jennifer, June. (If George is offered, the teacher writes it in a separate column on the board and says that the sound is / dʒ / but that the letter is g.)

TEACHER: Listen for the / dʒ / words in this poem. (May wish to ask children to name them.)

> There's Jack Sprat who ate no fat;
> And the Beanstalk Jack who said
> A Giant he could kill;
> There's Apple Jack and Cracker Jack;
> And Jumping Jack, that lad
> Who never would be still;
> The Jack of Hearts who stole the tarts;
> And the one who broke his head,
> The Jack of Jack and Jill.

SUMMARY: In addition to presenting and reinforcing the / dʒ / sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the concept of jewelry and the compound words jellybeans and jellyfish.

k /k/

WORDS: key, kite, ketchup, Kansas, kiss, king, kitchen, kindergarten

MATERIALS SUGGESTED:

1. A key and some small pictures of keys, one picture for each child.
2. A kite (or a picture of a kite or of someone flying a kite).
3. (Optional) a bottle of ketchup and a picture of a king.
4. (Optional) a short poem using the /k/ sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Negatives
5. Counting
6. Dramatization

LESSON

TEACHER: (Arranges beforehand to have the room door closed. Noisily jiggles the key in the door lock, opens the door and comes in. Walks over to the desk and/or cabinets. Jiggles key in the locks and then opens and closes drawers or doors. Holds up the key.) It's important to have the right . . . (Waits for response and then passes out pictures of keys.)

Keys for this,
Keys for that.
Keys are thin,
Keys are fat.
What of that?

(Says the rhyme again, one line at a time, using facial expressions and gestures to get the class to repeat each line. Repeats again, with each child or group of children saying one line. Collects the pictures of keys, counting them.) Count the keys with me. One key, two keys, three keys, etc. All together we have _____ (waits for response) keys.

(Shows a kite.) This is a . . . (Waits for response.) The kite flies in the wind. Raise your hand if you have ever flown a kite. (Waits for response.) I can be a kite. (Acts out.) The wind blows me side to side and up and down. You can be a kite also. (Calls on a small group of children to be kites and another group to be the wind and blow.) Kite, key. They begin with the same sound -- / k /. The letter is k. (Writes k on the board.) Let's say the words together and hear the / k /. (Waits for response and then writes the two words on the board.)

Look in my mouth and see the back of my tongue move up and down as I make the sound. (Walks around the room making the sound.) Feel the back of your tongue move up and down when you say / k /. (Waits for response.) Close your eyes and listen to yourself make the sound three more times. (Waits for response.) You see the / k / sound, you feel the / k / sound and you hear it.

The word kite rhymes with bite and height and . . .

CHILDREN: Fight, light, might, night, right, sight, tight.

TEACHER: (Shows ketchup bottle.) I like ketchup. I put it on hamburgers. Some people don't like ketchup. Amy, do you like ketchup?

CHILD: No, I don't like ketchup. (The teacher tells Amy to ask her neighbor if he / she likes ketchup. This pattern continues until everyone has had a turn answering and asking the question.)

TEACHER: Ketchup begins with . . . (Waits for response and then writes the word on the board.)

Many of you have seen the movie called The Wizard of Oz. In that movie, the girl, Dorothy, lives in Kansas. Kansas? Kansas? (Uses facial expressions and gestures to ask for response.)

CHILDREN: Kansas begins with / k /. (The teacher writes Kansas on the board.)

TEACHER: (Blows kisses in different directions.) I blow you a kiss. Blow me a kiss. Now you know another / k / word. It's . . . (Waits for response and then writes kiss on the board.)

(Shows a picture of a king.) Here is a . . . (Waits for response.) The word king begins with the sound . . . (Waits for response.) The letter is . . . (Waits for response and then writes king on the board.) There is a room in your home that begins with / k /. It's the . . . (Waits for response and then writes kitchen on the board.)

(Name of kindergarten teacher) is the teacher in the . . . (Waits for response and then writes kindergarten on the board.)

Listen for the / k / words in this poem. (May wish to ask children to name them.)

Old Ben Franklin flew a kite
In weather that was frightening;
The rain poured down, the thunder roared,
The sky was filled with lightning.

On the kite string Old Ben put
A little metal key,
And with it proved that lightning was
E -- lec -- tric -- i -- tee.

SUMMARY: In addition to presenting and reinforcing the / k / sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in using negatives, in counting and in using dramatization.

c /k/

WORDS:
coat
cap
car
comb
can
candy
cut
haircut
shortcut
corn
cob
cat

MATERIALS SUGGESTED:

1. A coat or cap, a carrot or some candy, a comb, a pair of scissors and a sheet of paper.
2. /k/ items, including a can of food, and/or pictures of them.
3. (Optional) a short poem using the /k/ sound (letter c).

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Pronoun: I
4. Compound words: haircut and shortcut
5. Multiple meanings of cut and can

LESSON

TEACHER: (Walks in wearing a coat [or cap] and eating a carrot [or some candy]. Puts down the carrot [or candy] and takes off the coat [or cap]. Faces the class, takes out a comb and combs hair. Puts down the comb, looks inquiringly at the class and then names the three items.) Comb, carrot (candy), coat (cap). They begin with the sound . . . (Waits for response.) Yes, /k/. Say the words and hear yourself make the /k/ sound. (Writes each word in a column on the board. Looks at the words and then at the class with a puzzled expression.) How can this be? Remember the /k/ sound last time? The letter was . . . (Waits for response.) But these words begin with c. How can this be? Listen and I will tell you about the /k/ sound. /k/ is a special sound. It is special because its letter is sometimes k and sometimes c. Today, we have words that are spelled with the letter c. (Gives out the small /k/ items and/or pictures and keeps one.) The words for these things begin with the letter c. Hear the / k / sound as you name yours. (Each child has a turn.) Exchange with your neighbor. (The teacher exchanges with a child.) Now you have something different. Use your word in a sentence and then give me back the item or picture. I'll start. "My cat is soft and cuddly." (Calls on volunteers first and then the others to respond and then return their pictures. Uses modeling to encourage complete sentences.)

Watch what I do. (Cuts paper with a pair of scissors. Acts out cutting cake with a knife and getting a cut on a finger. Looks inquiringly at the class.) Cut with a pair of scissors. Cut with a knife. (Looks at finger and sucks imaginary blood.) I got a cut. The / k / word is . . . (Waits for response and then writes cut on the board.)

When your hair grows too long, you need a . . . (Waits for response and then writes haircut on the board.) When you want to get home fast, you may not take the long way. You may know a . . . (Waits for response and then writes shortcut.) Put the word cut after short and get . . . Put cut after hair and you get . . . (Waits for responses.) When two words together make a new word, it's called a compound word. Shortcut and haircut are . . . (Waits for response.) Yes, compound words.

Now watch what I do; then you do the same thing. (Knocks on the desk.) I can knock on my desk. Can you?

CHILDREN: (Individually.) I can. (The children all knock on their desks.)

TEACHER: (Folds hands.) I can fold my hands. Can you? (Waits for children to imitate the action and then to respond with "I can.") (Crosses legs.) I can cross my legs. Can you? (Children respond.) The word can begins with the / k / sound. The letter is c. (Writes can on the board.) We can do many things. (Emphasizes can. Holds up a can of food.) This is a different can. A can. A can of soup. A can of corn. What other kinds of cans of food can you name?

CHILDREN: (Individually.) Tuna fish. A can of tuna fish. A can of peaches. A can of tomato sauce.

TEACHER: How can we open a can? What do we need . . . ? (Waits for response.) Yes, a can opener. Let's all make believe we're opening a can. (Everyone pantomimes the action.)

Have you ever eaten corn on the cob? Mmm, it's good. Watch me butter the corn and eat it. (Pantomimes the action.) Do it with me. (Everyone pantomimes the action.)

Corn and cob begin with the letter . . . The sound is . . . (Waits for responses.)

Here's a rhyme about corn on the cob.

> Here's corn on the cob.
> The big one's for Bob.
> I know it's a job
> Eating corn on the cob.

(The class follows the pattern set in the first lesson for choral speaking.)

Corn rhymes with born and morn and . . .

CHILDREN: Horn, worn, torn.

TEACHER: Listen for the / k / words in this poem. (May wish to ask children to name them.)

> Can you hear the clock that's ticking
> On the corner table?
> Count the ticktocks in a minute,
> If you think you're able.

Look outside and count the birds
Sitting on that wire.
It's not hard; there're only five,
And you can count much higher.

SUMMARY: In addition to presenting and reinforcing the / k / sound (letter c), this lesson provides practice in formulating complete sentences, in rhyming, in choral speaking, in using the pronoun I and the compound words haircut and shortcut and in demonstrating multiple meanings of the words cut and can.

l /l/

WORDS: listen live lamp letter
look laugh leg light

MATERIALS SUGGESTED:

1. A letter (or a picture of one).
2. Pictures illustrating different kinds of light(s), such as sunlight, moonlight, starlight, firelight and candlelight, and a flashlight, nightlight and headlight.
3. (Optional) a short poem using the / l / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Compound words containing light
5. Multiple meanings of letter

LESSON

TEACHER: (Walks in, cupping one ear to indicate listening carefully.) I'm listening. Are you listening? Let's listen together. Listen to the bells ringing. Listen to the noise in the hall. Listen to cassettes playing.

We listen with our ears. What do we do with our eyes?

CHILDREN: We look at things.

TEACHER: Look here.
Look there.
Look, look,
Everywhere.

(The class follows the pattern set in the first lesson for choral speaking.)

Let's look at all the things we can see in our room. Look at the chalkboard. Look at the floor. Peter, tell us what to look at. (Calls on several children to tell the class what to look at.)

On your way home from school today, look at all the things there are to see. Look at all the things in your house. And listen to all the sounds you hear.

See the tip of my tongue go up and down for the / l / sound at the beginning of the words *look* and *listen*. *Feel* the tip of your tongue go up and down. (Waits for the children to say the two words.) *Hear* the / l / sound when you say the words with your eyes closed. (Waits for response.) Open your eyes. You *hear* the sound; you *see* it; and you *feel* it. The sound is . . . (Waits for response.) The letter is *l*. (Emphasizes the word *letter*. Writes *l* on the board and underneath it the words *look* and *listen*.) Another word that begins with *l* is . . . (Waits for children to supply the word *letter* and then writes it on the board.) Name some other letters. (Waits for responses.) My name begins with the letter *b*. Mary, what letter does your name begin with?

CHILD: My name begins with the letter *m*. (The teacher encourages complete sentence responses by modeling but accepts a phrase or a word.)

TEACHER: Mary, ask John what letter his name begins with. (This pattern continues until everyone has had a turn answering and asking the question.)

Sometimes we use the word *letter* in another way. We use it to mean something else, something different. (Shows a letter or a picture of one.) This is a letter. You may write a letter to someone. You may receive a letter from someone. In your mailbox at home you may find a . . . (Waits for response.)

I live at _____. Kevin, where do you live? (Waits for response and then asks a few other children.) The word *live* begins with . . . (Waits for response and then writes *live* on the board.)

When you hear something funny, you . . . (Waits for response.) I like to laugh; do you? Laugh begins with . . . (Waits for response and then writes laugh on the board.)

Another / l / word is light. There are ceiling lights and wall lights and lamp lights. There are other kinds of light also. (Shows pictures and items and then waits for responses.) Sunlight, moonlight, starlight, firelight, candlelight, flashlight, nightlight and headlight. Light begins with the sound . . . (Waits for response and then writes light.) Lamp begins with / l / also. (Writes lamp.) Lamp rhymes with ramp and Gramp and . . .

CHILDREN: Camp, damp, clamp, stamp, champ.

TEACHER: Leg begins with / l /. (Writes leg on the board.) People have legs. Animals have legs. Even furniture has legs. A table has four legs. A chair has four . . . People have . . . Dogs have . . . Birds . . . Fish . . . Fish? I didn't fool you, did I? What about fish? (Waits for responses.)

Listen for the / l / words in this poem. (May wish to ask children to name them.)

Sunlight, having filled the day,
Slowly leaves the sky.
Little bits of lightness stay,
Then all is dark on high.

Light by light, the stars turn on,
Like lamps in distant homes;
Lit by some lamplighter
Who ever-upward roams.

While down below more lights go on,
Reflecting those above,
Letting those in darkness know
That lights mean home and love.

Lantern, lamp or candle,
Electric light or star;
Makes anyone in darkness
Feel better off by far.

SUMMARY: In addition to presenting and reinforcing the / l / sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in using compound words containing the word light and in demonstrating multiple meanings of the word letter.

bl /bl/

WORDS:
blue
black
block
blueberry
bluebird
blizzard
blossom
blanket
blood

MATERIALS SUGGESTED:

1. Different shades of blue clothing, worn by the teacher.
2. (Optional) a short poem using the /bl/ blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Negatives
5. Concept: light-medium-dark
6. Compound words: *bluebird* and *blueberries*
7. Riddles

LESSON

TEACHER: (Walks into the room dressed all in blue. Stands in front of the room just looking at each child, in turn.) One of our words today is . . . (Waits for response.) Yes, *blue*. Some of you are wearing blue. Some of you are not wearing blue. Amy, are you wearing something blue?

CHILD: Yes, my skirt is blue. (or) Yes, I am wearing a blue skirt.

TEACHER: Is it light blue, medium blue or dark blue? (Waits for response and then tells Amy to ask someone else the same question. This pattern continues until everyone has had a turn. Each child who is not wearing blue responds, "No, I am not wearing blue.")

Blue and *bird* together make the word *bluebird*.

Bluebird, bluebird,
Sitting in a tree.
Bluebird, bluebird,
Can you see me?

(The class follows the pattern set in the first lesson for choral speaking.)

Blue and berries together make the word blueberries.

Blueberries, blueberries,
So good to eat.
Blueberries, blueberries,
They are a treat.

(Choral speaking.)

Some things cannot be blue. Can a horse be blue? Can a banana be blue? Can the sun be blue? (Waits for responses.) Think of more questions like this.

CHILDREN: (Individually.) Can an apple be blue? Can a leaf be blue? Can a dog be blue? Can spinach be blue? (The class responds.)

TEACHER: Is blue a number? A shape, like a circle or a square? A toy? An animal? (Waits for responses.) No, blue is a . . . (Waits for response.) Yes, a color. Another color is black. Black and blue begin with the same two letters -- bl. (Writes bl on the board.) See my lips and tongue move as I say black and blue. Feel your lips come together and move apart for / b / and the tip of your tongue go up and down for / l / when you say blue and black. (Waits for response.) Hear yourself make the / bl / sounds as you say the words again. (Waits for response and then writes the words on the board.)

Here are some riddles. Each of them will give you a clue to a / bl / word.

You use me to build buildings and bridges.
You knock me down and build me up again.
I rhyme with _clocks_.
What am I? (blocks)

I bloom in the spring.
I am very pretty colors.
I rhyme with _possom_.
What am I? (blossom)

I am a storm.
I am wind and snow.
I rhyme with _lizard_.
What am I? (blizzard)

I am on your bed.
I keep you warm at night.
I rhyme with _crank it_.
What am I? (blanket)

I am bright red.
I come out when you cut yourself.
I rhyme with _flood_.
What am I? (blood)

(Waits for responses, supplies them, if necessary, and then writes the words on the board.)

(Points to the words on the board.) I'm going to make up a sentence for a word on the board, and then erase that word. "There is blood on the bandage." (Calls on volunteers. Provides sentences for the children to repeat, if necessary. This pattern continues until all the words have been erased.) How many / bl / words can you remember? (Writes them on the board again as the children call them out.)

Listen for the / bl / words in this poem. (May wish to ask children to name them.)

An owl sat up in an old, black tree
That swayed in the blowing breeze.
"Well, bless my bleary old eyes," said the owl.
"I think it's starting to freeze."

"A blizzard is blowing this way," said he.
"My feathers are turning quite blue."
So he packed his bags and blasted off.
And to a warmer climate he flew.

SUMMARY: In addition to presenting and reinforcing the / bl / blend, this lesson provides practice in formulating complete sentences; in asking and answering questions; in rhyming; in using negatives, the concept of light-medium-dark and the compound words bluebird and blueberries; and in solving riddles.

cl /kl/

WORDS:

close
clown
clock
clap
class
climb
cloud(s)
claw
club
clover
class
clip

MATERIALS SUGGESTED:

1. A book.
2. /kl/ items and/or small pictures of a clown, clock, cloud, claw, club, clover, clam, clip, for example.
3. Different kinds of clocks.
4. (Optional) a short poem using the /kl/ blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Antonyms: open-close

LESSON

TEACHER: (Walks in carrying an open book. Closes the door hard. Closes the book hard. Looks inquiringly at the class.) Close the door. Close the book. The word close begins with /kl/. The letters are cl. (Writes cl on the board.) See the back of my tongue and then the front of my tongue move up and down as I say close. Feel the back of your tongue and then the front move up and down as you say close. Hear the /kl/ sounds as you say it again. (Waits for responses and then writes close on the board.)

Close your eyes. Open your eyes. Open your mouth. Close your mouth. (Waits for responses.) Open and close are opposites. The opposite of open is close. The opposite of close is . . . Open and close are . . . (Waits for responses.)

(Gives out small /kl/ items and/or pictures.) Here are some things that begin with /kl/. I have a picture of a club. A cave dweller carries a club. (Writes club.) Kevin, tell us what you have and then use the word in a sentence.

CHILD: I have a picture of a clown. A clown is very funny. (The teacher writes clown on the board and then collects the picture. This pattern continues until everyone has had a turn and all the items and/or pictures have been collected. If a sentence fragment is offered, the teacher expands it into a complete sentence.)

TEACHER: (Holds up the picture of a clown.) Here's a rhyme using the word clown.

I'm coming down
To meet the clown,
To meet the clown
Who is in town.

(The class follows the pattern set in the first lesson for choral speaking.)

(Shows different clocks.) There are different kinds of clocks: a kitchen clock, an alarm clock, a grandfather clock. What kinds of clocks do you have in your house?

CHILDREN: An alarm clock, a kitchen clock, a grandfather clock.

TEACHER: Some cars have clocks. Some buildings have clocks on the outside. Some stores have clocks. Clocks tell something. They tell . . . (Waits for response.) Yes, the time. The time of day.

Clock rhymes with dock and knock and . . .

CHILDREN: Sock, rock, lock, block, shock, flock.

TEACHER: (Claps hands when the children finish offering rhyming words and, while doing so, looks inquiringly at the class.) Clap! Clap? Clap begins with . . . (Waits for response and then writes clap on the board.) Everyone clap and say the word. (Waits for response.) The class is clapping. Class! Class? (Varies intonation. Says the word slowly and expectantly, waits for a response and then writes class on the board.)

The word climb begins with / kl /. (Writes climb on the board.) Climb a tree. Climb a ladder. What else can you climb?

CHILDREN: Climb a rope. Climb a pole. Climb on monkey bars. Climb up the stairs.

TEACHER: The word clouds begins with . . . (Waits for response.) Sometimes clouds look like whipped cream or cotton balls or wisps of smoke. On a windy day you can see clouds moving in the sky and changing their shapes.

Listen for the / kl / words in this poem. (May wish to ask children to name them.)

> Clap hands for the circus;
> It's coming to town.
> Clap for the animals;
> Clap for the clown;
> And for the acrobat
> Who is climbing the wire;
> The lion who cleverly
> Leaps through the fire;
> The dare-devil
> Who gets shot from a gun.
> Clap hands for the circus;
> It clearly is fun.

SUMMARY: In addition to presenting and reinforcing the / kl / blend, this lesson provides practice in formulating complete sentences, in rhyming and in using the antonyms open-close.

fl / fl /

WORDS:

flower
flashlight
floor
flag
flame
flavor
flip
fly
flat
flakes
snowflakes
cornflakes

MATERIALS SUGGESTED:

1. A paper flower worn by the teacher and a flashlight.
2. Pennies, one penny for each child and the teacher.
3. One crumpled piece of paper and one uncrushed piece of paper.
4. A picture of flies.
5. (Optional) a short poem using the / fl / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Concept: flavor
5. Compound words: snowflakes and cornflakes
6. Multiple meanings of fly and flies

LESSON

TEACHER: (Walks in wearing a paper flower. Carries flashlight with the light on and focused on the floor. Looks at the children inquiringly with the expectation that they know what question is coming and have the answer. Points to the / fl / objects and then names them.) Flower, flashlight, floor. (Repeats two more times rhythmically and then, with expressive eyes and hand gestures, invites the class to join in chanting the words two more times.)

(Writes the words on the board.) These words all begin with / fl /. See my top teeth on my bottom lip when I say / f /. See the tip of my tongue go up and down when I say / l /. Hear the two sounds together when I say flower, flashlight, floor. Say them with me and feel your teeth on your bottom lip and your tongue go up and down. (Repeats the words with the children.)

(Flips a penny several times. Looks at the class expectantly.) I can flip a coin. You can too. (Gives each child a penny.) Flip it. Say what you are doing as you do it. (Children flip their coins several times, saying, "Flip it.") Flip begins with . . . (Waits for response and then writes flip on the board. Collects the pennies.)

(Stares at the flag in the room.) I know another / fl / word. Guess what it is. (Waits for response and then writes the word on the board.)

One flag, two flags,
Three flags, four.
Five flags, six flags,
Have you any more?

(The class follows the pattern set in the first lesson for choral speaking.)

Chocolate, vanilla, strawberry, pistachio. What are they? They are flavors. Chocolate is a flavor. Vanilla is a . . . Strawberry is a . . . (Waits for responses.) The word flavor begins with . . . (Waits for response and then writes flavor on the board.) My favorite flavor is vanilla. Carol, what is your favorite flavor? (Waits for response. Instructs Carol to ask another child the same question. This pattern continues until everyone has had a turn.)

(Pantomimes the action.) Strike a match to make a flame. What do you know about the word flame? It begins with . . . (Waits for response and then writes flame on the board.)

Flame rhymes with blame and fame and . . .

CHILDREN: Game, came, lame, name, same, tame.

TEACHER: Sometimes it snows in the winter. You see flakes of snow. Flakes begins with . . . (Waits for response and then writes flakes.) They are called snowflakes. (Writes snowflakes.) Who knows the kind of flakes you can eat? (Waits for response.) Yes, cornflakes. They are a cereal. (Writes cornflakes.) Corn and flakes together make cornflakes. Snow and flakes together make snowflakes. They are compound words.

(Holds up a crumpled piece of paper in one hand and an uncrushed piece in the other.) This one is crumpled. The other one is flat. When a tire loses air, it is flat. Have you ever seen a flat tire? The word flat begins with . . . (Waits for response and then writes flat.)

(Shows a picture of flies and then points to one.) This is a fly. These are flies. Sometimes we are bothered by flies. A fly flies. (Moves pointed finger around in widening circles, up and down, slowly and quickly, and watches it as if the tip were a fly.) A fly flies. Say it with me. (Repeats.) Make your finger be a fly and watch it fly up and down and round and round. (Children imitate the teacher's actions and then say, "A fly flies.")

Listen for the / fl / words in this poem. (May wish to ask children to name them.)

In Spring the flowers blossom,
The birds fly north once more,
And fluffy clouds bring showers,
Or floods when raindrops pour.

July brings flags a-flying,
Fireworks a-flashing,
Rockets, flares and candles
Booming and a-bashing.

With Winter come the flakes of snow
That pile in fleecy billows,
While flames in fireplaces
Flash oranges and yellows.

SUMMARY: In addition to presenting and reinforcing the / fl / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in using the concept of flavor and the compound words snowflakes and cornflakes and in demonstrating multiple meanings of fly and flies.

gl / gl /

WORDS:
glass(es)
glove(s)
globe
glue
glad
glum
glare
glance
glider
eyeglasses
sunglasses
glitter

MATERIALS SUGGESTED:

1. / gl / items, such as a drinking glass, (eye)glasses, a glove, a pair of gloves, a globe, a bottle of glue, a glider, glitter, and a picture of someone looking glad, one for each child and the teacher (doubles may be needed).
2. (Optional) a short poem using the / gl / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Concept: pairs
5. Compound words: *eyeglasses* and *sunglasses*

LESSON

TEACHER: (Walks around the room and places one small / gl / item on each desk. Holds up one.) I have a globe. Mary, what do you have? (Child responds and is instructed to ask another child the same question. This pattern continues until everyone has had a turn, and then the teacher writes the words on the board.) All these words begin with the same sounds. They are . . . (Waits for response, supplying it, if necessary.) The letters are . . . That's right. *gl*. *See* the back of my tongue go up for / g / and the tip go up for / l /. (Walks around to let every child see tongue movement.) *Feel* your tongue go up and down in the back and then in the front as you make the sounds. (Waits for responses.) *Hear* the / gl / as you say your word. (Waits for responses.)

Listen to a sentence with my word. "I can find our country on the globe." Use your word in a sentence and then give me your item. (Calls on volunteers.

If a child offers a sentence fragment, the teacher expands it to a complete sentence and encourages but does not require the child to repeat it.)

(Holds up a drinking glass.) I drink iced tea from a glass. What do you drink from a glass?

CHILDREN: (Individually.) I drink water from a glass. I drink milk from a glass. (Other choices are juice, soda, lemonade, milkshake, ice cream soda.)

TEACHER: Here's a rhyme using the word glass.

A glass of milk,
A glass of juice,
A glass, a glass,
For my own use.

(The class follows the pattern set in the first lesson for choral speaking.)

Some things are made of glass. Windows and mirrors and . . .

CHILDREN: Drinking glasses, jars, bowls, lightbulbs, salt and pepper shakers, the windshield of a car.

TEACHER: What words can we put together with glasses to make other words?

CHILDREN: Sun, sunglasses; eye, eyeglasses.

TEACHER: Sunglasses and eyeglasses are compound words.

Here's another rhyme. (Holds up one glove, then two, as appropriate.)

One glove, two gloves,
They make a pair.

Three gloves, four gloves,
Wear them anywhere.

(Choral speaking.)

Here's a rhyme with the word glue. (Holds up a bottle of glue.)

Glue it together.
Glue it some more.
Glue on the paper.
Glue on the floor.

(Choral speaking.)

Who can tell me how I feel right now? (Smiles.) Happy? Yes, and glad. I feel glad. (Shows appropriate facial expression for this and the following and then shows picture of someone looking glad.) You can look glad also. Show me. (Children smile.) Now I look glum. Show me glum. (Children look glum.) I'm glaring at you. Glare back at me. (Children glare.) This time I'm going to glance at someone. That means I will look at him / her quickly and then look away. Watch me. (Glances at John.) Watch John glance at me. (John glances.) We can look glad or glum. We can glare or glance. Those words all begin with the same sound. The letters are . . . (Waits for response and then writes the words on the board.)

Listen for the / gl / words in this poem. (May wish to ask children to name them.)

When you're glum you're not much fun.
You frown and glare; your face grows long;
You're quite a gloomy sight.
But when you're glad your face perks up.
Your happy glance and gleaming smile
Say everything's all right.

SUMMARY: In addition to presenting and reinforcing the / gl / blends, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the concept of pairs and the compound words eyeglasses and sunglasses.

pl /pl/

WORDS:

placemat
plate
plug
plane
plastic
play (ground)
pliers
plus
planet
plant
eggplant
plum

MATERIALS SUGGESTED:

1. Paper placemats and paper plates, one for each child, commercially or teacher-made.
2. / pl / items and / or small pictures of a plug, a pair of pliers, a plastic bag, a (toy) plane, a plum, a playground, a plant and a picture of someone planting, one for each child and the teacher.
3. (Optional) an eggplant.
4. (Optional) a short poem using the / pl / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Concept: plus
5. Compound word: eggplant
6. Plant used as both a verb and a noun

LESSON

TEACHER: (Walks in and puts a placemat in front of each child. Walks around again and puts a paper plate on each placemat.) You have a . . . and a . . . (Waits for responses.) What sounds do you hear at the beginning of placemat and plate . . . ? See my lips come together for / p / and the tip of my tongue go up and down for / l /. Plate. Placemat. Say the words and feel your lips come together and your tongue go up and down. (Waits for the children to say the two words.) The letters for / pl / are pl. / pl / is a blend. (Writes pl on the board.)

Here's a rhyme with the word plate.

One plate, two plates,
Three plates, four,
Five plates, six plates,
Have you any more?

(The class follows the pattern set in the first lesson for choral speaking.)

(Gives each child a / pl / item or picture and keeps one.) The words for these things all begin with pl. I have a pair of pliers. Carol, what do you have?

CHILD: I have a plastic bag. John, what do you have? (This pattern continues until everyone has had a turn. The teacher writes the / pl / words on the board as they are mentioned.)

TEACHER: John has a plug. Plug rhymes with rug and tug and . . .

CHILDREN: Bug, dug, hug, jug, lug, mug, snug, drug.

TEACHER: Here are some nonsense rhymes. Say them after me: "Hug a bug, tug a rug, plug a jug." (Children respond.)

(Shows playground picture.) Here's a picture of a playground. The children are . . . (Waits for response.) Yes, they are playing on the playground. (Writes playing and playground on the board.) I like to play on the merry-go-round. Mary, what do you like to play on?

CHILD: I like to play on the monkey bars. (The teacher tells Mary to ask another child the same question. This pattern continues until everyone has had a turn.)

TEACHER: Plus is another / pl / word. I can be a plus sign. Watch me. (Stands with arms stretched out at both sides.) Now watch me be an equals sign. (Stretches both arms out to one side, one slightly higher than the other to simulate an equals sign.) Now you can act out 1 plus 1 equals 2. (Calls one student to the front of the room to be number 1. A second student stands next to him / her and acts out the plus sign. A third child becomes another number 1. A fourth child stands next to the third and acts out the equals sign. Two more children, holding hands, stand next, representing the answer.) Let's "read" this arithmetic problem. (Children and teacher respond together.) One plus 1 equals 2. (The children who are standing go back to their seats.)

(Shows a picture of a plant or someone planting one.) What do you see? What is happening in the picture? (Waits for response.) Let's plant a plant. (Everyone acts out planting a plant in a flower pot or in the ground. We're . . . (Waits for response.) Yes, we're planting a plant.

Add a little word in front of plant and make a vegetable word. (Waits for response and then writes eggplant on the board. Shows an eggplant.) Raise your hand if you have ever eaten an eggplant. (Waits for response.) Eggplant is a compound word.

Draw pictures of / pl / things on your placemat and / or plate. (This may be a homework assignment or a follow-up activity later.)

Listen for the / pl / words in this poem. (May wish to ask children to name them.)

Plant a seed and watch it grow.
Place it where the sun is bright.
Give it water, plenty of it;
Plus the time to grow up right.

Soon some green is plainly showing,
Where the plant pushed into sight.
How pleased you'll be to see it grow;
A garden's a delight.

SUMMARY: In addition to presenting and reinforcing the / pl / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the concept of plus, the compound word eggplant and the word plant as both a verb and a noun.

sl / sl /

WORDS:
slam
slammed
sleeve(s)
slide
sleep
slept
slowly
sled
slip
slippery
slippers
slice

MATERIALS SUGGESTED:

1. A long-sleeved garment worn by the teacher.
2. A thick slice and a thin slice of bread.
3. Picture of someone sliding on a slide and one of someone riding on a sled.
4. (Optional) a short poem using the / sl / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Irregular past tense verb: slept
5. Antonyms: long-short, thick-thin, slow-fast

LESSON

TEACHER: (Walks in wearing a long-sleeved garment with one sleeve rolled up. Slams the door shut.) What did I do? (Waits for response.) Yes, I slammed the door. Slam. (Looks at each sleeve.) I have one long sleeve and one short sleeve. (Unrolls the short sleeve.) Now I have two long sleeves. Sleeves. Slam. Those words begin with the same sounds. (Looks inquiringly at the class to elicit a response.) They begin with / sl /. The letters are sl. (Writes the letters and the two words on the board.) Hear yourself make the / sl / sounds as you say the two words. (Waits for response.) See my lips smile a little and my tongue tip go up and down as I say the words. Sleeve. Slam. Feel your lips and tongue tip move as you say the words again. (Waits for response.)

There are long sleeves and short sleeves and no sleeves. If something has no sleeves, it is sleeveless. I have long sleeves. Amy, what kind of sleeves do you have?

CHILD: I have short sleeves. John, what kind of sleeves do you have? (This pattern continues until everyone has had a turn.)

TEACHER: The word slice begins with / sl /. (Writes slice on the board. Shows a thick and a thin slice of bread.) Here is a thick slice of bread. Here is a thin slice.

> A thick slice of bread,
> A thin slice of cake.
> How many slices
> Would you like to take?

(The class follows the pattern set in the first lesson for choral speaking.)

TEACHER: (Shows a picture of someone sliding on a slide.) Slide begins with / sl /. (Writes slide on the board.) Slide down the slide. Slide on the ice. Slide in the snow. Slide rhymes with glide and hide and . . .

CHILDREN: Ride, side, wide, bride.

TEACHER: (Shows picture of someone riding on a sled and says the following sentence slowly, phrase by phrase.) Slide down the hill in the snow on your . . . (Waits for response.) Yes, sled. Sled begins with . . . (Waits for response and then writes sled on the board.)

Be careful not to slip and fall when you slide on the ice. Another / sl / word is . . . (Waits for response.) Yes, slip. (Writes slip.) We can turn slip into a bigger word -- slippery. Ice is . . . (Waits for response and then writes slippery on the board.) Think of another word we can make out of slip.

CHILDREN: Slippers. (The teacher supplies the word, if necessary, and then writes it on the board.)

TEACHER: Sleep is another word that begins with . . . (Waits for response and then writes sleep on the board.) I slept well last night. John, did you sleep well last night?

CHILD: Yes, I slept well last night. Carol, did you sleep well last night? (This pattern continues until everyone has had a turn. Then the teacher writes slept on the board.)

TEACHER: Another / sl / word is slowly. (Writes it.) I walk slowly. (Walks slowly around the room.) I talk slowly. (Says that sentence very slowly.) I brush my teeth slowly. (Demonstrates in pantomime and then gives half the children [individually] something to do slowly in pantomime, such as comb hair, eat spaghetti, peel a banana, put on gloves, wash hands, dial the telephone.)

If you were not slow, you might be fast. The opposite of slow is fast. (Gives the other half of the children [individually] something to do fast in pantomime.)

Slow and fast are opposites. The opposite of fast is . . . The opposite of slow is . . . Slow and fast are . . . (Waits for responses.)

Listen for the / sl / words in this poem. (May wish to ask children to name them.)

> Winter slowly slips upon us;
> Snowy slopes are covered white.
> Skaters slide on frozen rivers;
> Sleds slip past us left and right.

Icy winds slam into people;
Sloppy weather chills them blue.
Certain creatures sleep in winter;
Slumber all the season through.

SUMMARY: In addition to presenting and reinforcing the / sl / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the irregular past tense verb slept and the antonyms long-short, thick-thin and slow-fast.

m / m /

WORDS:

mask
mirror
mittens
melt
mail
merry
month
man
snowman
mailbox
meatball
matchbook
money
Monday
March
May

MATERIALS SUGGESTED:

1. A mask and a mirror.
2. A pair of mittens (or a picture of them); a picture of a public mailbox and one of a home mailbox.
3. A penny, nickle, dime and quarter.
4. (Optional) a short poem using the / m / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Concept: money
4. Compound words: *snowman*, *mailbox*, *meatball*, *matchbook*

LESSON

TEACHER: (Walks in wearing a mask and carrying a mirror. Looks in the mirror conspicuously, puts it down, takes off the mask and, with facial expressions and gestures, asks the children to guess the sound for today.) Mask and mirror begin with the sound / m /. *See* my lips come together. / m /. *Feel* your lips come together as you make the sound. (Waits for response.) *Hear* yourself make the sound. (Waits for response. Then demonstrates the nasal quality by gently pinching nostrils closed while making the sound. Alternately pinching and releasing the nostrils turns the sound on and off, which fascinates most children.) Do it with me. (Everyone takes a deep breath and makes one long, continuous / m / sound, interrupted by pinching and releasing the nostrils.) The letter for / m / is . . . (Waits for response and then writes the letter *m* and the words *mask* and *mirror* on the board.)

Mittens begins with / m /. (Shows a pair of mittens or a picture of a pair and then writes the word on the board.) On a snowy day you put on your mittens and go outside to build a snow . . . (Waits for response.) Man begins with / m /. (Writes the word.) Hear the little word man in the big word snowman. What other little word is in snowman? (Waits for response.) Yes, snow. Snowman is a compound word. What happens to a snowman when the sun shines? (Waits for response.) Yes, it melts. (Looks happily surprised.) Melts begins with . . . (Waits for response and then writes the word on the board.) What else melts? (Waits for responses, such as "ice cream melts"; "ice cubes melt"; "chocolate melts"; "candles [wax] melt.")

Another word that begins with / m / is mail. Say it with me. Mail. (Shows a picture of a public mailbox and then writes mailbox on the board.) This is a mailbox. We use it to . . . (Waits for response.) Yes, to send letters; to mail letters to people. (Shows a picture of a home mailbox.) How is this mailbox different? (Waits for response.)

Find the two little words that make the big word mailbox. (Waits for response.) That's right. Mail and box. A big word made from two little words, such as mailbox and snowman, is called a compound word. Meatball is a . . . Matchbook is a . . . (Waits for the children to say that these are compound words and then writes the words on the board.)

On Christmas Day we say "Merry Christmas" to each other. Make believe it's Christmas and say that to your neighbor. (Waits for response.) Merry begins with . . . (Waits for response and then writes merry on the board.) Merry rhymes with ferry and Sherry and . . .

CHILDREN: Berry, very, cherry, Jerry, Terry.

TEACHER: Here's a rhyme using the word merry.

> I'm merry, you're merry,
> Who's merry, who?

He's merry, she's merry,
We're merry too.

(The class follows the pattern set in the first lesson for choral speaking.)

(Holds up a few coins.) A penny is money. A nickel is money. A dime is . . . A quarter . . . Money begins with . . . What do we do with money? (Waits for responses and then writes money on the board.)

What day of the week begins with / m /? (Recites the names of the days of the week, if necessary. Waits for response and then writes Monday on the board.)

The word month begins with / m /. (Writes month.) Listen to the names of the months of the year and raise your hand when you hear the ones that begin with / m /. (Recites. As children respond, writes March and May on the board.)

Listen for the / m / words in this poem. (May wish to ask children to name them.)

March may be a merry month,
And then again may not.
May is surely merrier,
Except when muggy and hot.

Yes, May is surely merrier,
My mind's made up, I swear;
And yet the mighty winds of March
Make merry everywhere.

Is March or May the merrier?
I'm mixed up by this riddle.
Maybe then the merry month
Is April, in the middle.

SUMMARY: In addition to presenting and reinforcing the / m / sound, this lesson provides practice in formulating complete sentences, in rhyming and in using the concept of money and the compound words snowman, mailbox, meatball and matchbook.

n /n/

WORDS:
name
no
not
number
nose
neck
nickel
nest
needle
nut
net
nurse

MATERIALS SUGGESTED:

1. Small / n / picture cards, one card for each child, and a matching pack of cards.
2. Four nickels and one dime.
3. (Optional) a short poem using the / n / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Negatives
5. Concept: pairs

LESSON

TEACHER: My name is not _____. (Asks several children, in turn, using the wrong name.) Is your name _____?

CHILDREN: (Individually.) No, my name is not _____. (The teacher models the complete sentence but accepts a shorter response.)

TEACHER: (Asks one child.) What is your name? (Waits for response.) Ask the person next to you the same question. (This pattern continues until everyone has had a turn.)

(Writes a fictitious telephone number on the board.) This is a telephone number. John, what is your telephone number? (Waits for response and then tells John to ask someone else the same question. This pattern continues until every one has had a turn.)

Number, no, not, name. They all begin with the same sound -- / n /. The letter is n. (Writes n and the words on the board.) See my tongue go up and down as I make the / n / sound. Feel the tip of your tongue press up behind your top teeth as you make the sound. (Waits for response.) Hear the sound as you say the words. (Waits for response. Then demonstrates the nasal quality by gently pinching nostrils closed while making the sound. Alternately pinching and releasing the nostrils turns the sound on and off, which fascinates most children.) Do it with me. (Everyone takes a deep breath and makes one long, continuous / n / sound, interrupted by pinching and releasing the nostrils.) Watch me wiggle my nose. (Action.) Wiggle your nose. (Waits for response.) Another word that begins with / n / is . . . (Waits for response.) Yes, nose. (Writes the word on the board.) Nose rhymes with goes and toes and . . .

CHILDREN: Rose, hose, chose, close.

TEACHER: (Stands tall and obviously stretches his / her neck.) I can stretch and stretch and stretch my neck. Stand tall and stretch your neck with me. (Action.) Another / n / word is . . . (Waits for response.) Yes, neck. (Writes the word on the board and then tells the class to sit down.)

(Shows five / n / picture cards. Names each item and places the cards separately on the chalkboard ledge.) Let's name the / n / items together. (Everyone responds.) Now look down so you can't see the pictures. Amy, come up, pick one card and hold it so no one can see it. (Child responds.) Everyone look up now. Raise your hand if you know which card Amy took. (Calls on a child. If he / she guesses correctly, he / she takes the card and goes back to his / her seat. If he / she does not guess correctly, Amy keeps it and sits down. The teacher puts another / n / picture card in its place on the ledge, names the / n / item and repeats the activity until every child has a card. Next, he / she places the matching cards in a row on the ledge.) Robert, come up and take the picture that matches yours. (Child responds.) These are a pair of _____. Tell me what you have, Robert, and then give the cards to me.

CHILD: I have a pair of _____. (This pattern continues until each child has had a turn.)

TEACHER: The word nickel begins with / n /. (Holds up the nickels and dime as appropriate.)

One nickel, two nickels,
They make a dime.
Four nickels, five nickels,
This is a rhyme.

(Writes nickel on the board. Then proceeds with choral speaking.)

(Calls on children, one at a time, to say one of the words on the board and then to erase it.) How many of those words can you remember? (Writes them again quickly as the children call them out.) What are some more words that begin with / n /? (Writes them.)

Listen for the / n / words in this poem. (May wish to ask children to name them.)

Who knows whose nose
Never needs to sneeze?
Not yours; not mine;
I said "Never!" if you please.
Maybe drips and sometimes runs,
But sneezes never, never.
The nose of a ship or a plane!
Now isn't that answer clever?

SUMMARY: In addition to presenting and reinforcing the / n / sound, this lesson provides practice in formulating sentences, in asking and answering questions, in rhyming and in using negatives and the concept of pairs.

kn / n /

WORDS: knee know knife kneel
knot knock knives knob

MATERIALS SUGGESTED:

1. Short lengths of cord, each cord with a knot in it, one for each child.
2. Two dull knives.
3. (Optional) a short poem using the / n / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Concept: silent letter
4. Irregular plural: *knives*
5. Homonyms: *not*-*knot* and *no*-*know*

LESSON

TEACHER: (Grabs one of his / her knees and looks at the class expressively.) Ouch! I hurt my . . . (Waits for response.) *Knee* begins with the / n / sound. (Writes *knee* on the board. Stands back, looks at it and then at the class with a puzzled expression.) *Knee*. *Knee*? It begins with / n /, but the first letter is *k*. Do we say *k-nee*? It's not a *k-nee*. (Pronounces the / k /.) How can that be? (Looks expectantly at the class.) We write the letter *k* but we do not say it. The *k* is silent. (Points to the letter *n*.) We say *knee*. It begins with the sound / n / but the first letters are *kn*.

(Gives out lengths of cord.) Here's a clue to another word that begins the same way. Guess what it is. (Waits for a response and then writes the word *knot* under *knee*.) Make another knot in your cord. (The cords may be collected or kept by the children.) What other things have knots?

CHILDREN: (Individually.) Sometimes I get a knot in my shoelace. My father ties a knot in his tie. You make a knot at the end of your thread when you sew. I get a knot in my hair.

TEACHER: (Emphasizes the words not and knot.) I do not have a knot in my shoelace. (Writes not and knot on the board in separate columns.) These two words sound the same but have different meanings and different spellings. Listen to these sentences with these two words (points to the appropriate word as it is said): "I do not have a knot in my yarn." "He does not have a knot in his tie." "There is not a knot in the thread." Say them after me. (The children repeat after the teacher.)

Do you know that now? No? You don't know? No? (Dramatizes, emphasizing the words know and no.)

(Writes no in the n column.) This no is the opposite of yes. (Writes know in the kn column.) This know means to understand. (Points to each word and then says it.) They sound the same but have different meanings and different spellings.

Here's another word that begins with / n /. Guess what it is. (Knocks on the desk and then looks expectantly at the class.) I'm . . . (Waits for response and then writes knock in the kn column.)

Knock on the door.
Knock on the floor.
Knock, knock, knock,
Knock once more.

(The class follows the pattern set in the first lesson for choral speaking.)

(Walks over to the door, rattles the knob, looks expectantly at the class and then waits for a response.) Yes, knob begins with . . . (Writes knob.) Doors have knobs. What else has knobs?

CHILDREN: Drawers have knobs. Cabinets have knobs. Radios have knobs. TV sets have knobs.

TEACHER: Knob rhymes with cob and Bob and . . .

CHILDREN: Job, rob, snob, slob.

TEACHER: (Holds up a knife.) I use this to cut with. It's a . . . (Waits for response and then writes knife in the kn column. Then holds up two knives.) Here is a knife and here is another knife. They are knives. Knives. (Writes knives.) More than one knife is knives.

(Kneels.) Do this with me. (Waits for children to kneel.) Another word that begins with / n /, kn is . . . (Waits for response, then stands and writes kneel. Everyone sits down.) Which letter don't we say? Which one is silent? (Waits for response.)

I'm going to make up a sentence for an / n /, kn word on the board and then erase it. "I kneel on the floor to play with my cat." (Erases kneel. Calls on volunteers to do the same. Supplies sentences, if necessary. This pattern continues until all the / n /, kn words have been erased.) How many can you remember? (Writes the words on the board again as they are called out.)

Listen for the / n /, kn words in this poem. (May wish to ask children to name the / n /, kn words.) Remember you can't hear the k. You will only hear / n /.

> "I know my knees are knobby,"
> Said the camel with a smile.
> "They're good for kneeling in the sand,
> When I have walked a mile."

"Oh, I don't mind your knobby knees,"
Replied the camel herder.
"It's riding on your knobby hump
That's absolutely murder."

SUMMARY: In addition to presenting and reinforcing the / n / sound (with the initial letter combination kn), this lesson provides practice in formulating complete sentences, in rhyming and in using the concept of the silent letter, the irregular plural knives and the homonyms not-knot and no-know.

NOTE: Words beginning with gn are not included because they probably are not part of the classroom vocabulary.

ng /ŋ/

WORDS:
sing
song
long
ring
wing
king
sting
swing
spring
thing
string
strong
morning

MATERIALS SUGGESTED:

1. Paper rings in a variety of colors, one ring for each child and the teacher.
2. Pieces of string, some short and thick, some long and thin, one for each child and the teacher.
3. Pictures of a king and a swing.
4. (Optional) a short poem with the /ŋ/ sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Color words

LESSON

TEACHER: (Greets each child, in turn, pretending it's morning if it's afternoon.) Good morning, Mary. Good morning, John. (Waits for each child to return the greeting.)

(Gives each child a colored paper ring and keeps one to wear.) I have a red ring. Carol, what do you have?

CHILD: I have a green ring. Chris, what do you have? (This pattern continues until everyone has had a turn.)

TEACHER: (Emphasizes the /ŋ/ sound.) Ring, morning. /ŋ/. Hear that sound at the end of the words ring and morning. Hear yourself make it as you say the words. (Waits for response.) See the back of my tongue make the sound. (Walks from child to child, making the sound with mouth open wide enough to see the back of the tongue. Points out that the front of the tongue stays down.) Feel the back of your tongue go up as you make the /ŋ/ sound. (Waits for response.) Two letters, ng, make that sound. (Writes them on the board along with the words morning and ring. The word wing ends with /ŋ/. What has wings? (Writes wing on the board.)

CHILDREN: Birds have wings. Airplanes have wings. Butterflies have wings. Flies have wings. Mosquitoes have wings. Wasps have wings. Bees have wings.

TEACHER: What has wings and stings?

CHILDREN: Wasps sting. Bees sting.

TEACHER: Tell me about the word sting. (Waits for children to say that it ends with ng and then writes sting on the board.)

(Shows a long piece of string.) This string is long. A long string. Long string? (Looks with puzzled surprise and then writes long and string on the board. Waits for the children to say that long and string end with /ŋ/. Next, shows a piece of heavy string.) This string is strong. Strong string? Strong? (Waits for children to say that strong ends with /ŋ/ and then writes strong on the board.)

(Gives out both kinds of string and keeps one.) I have a strong string. Amy, what do you have?

CHILD: I have a long string. Richard, what do you have? (This pattern continues until everyone has had a turn. Then the teacher collects the string.)

TEACHER: (Shows pictures of a king and a swing.) Here are a . . . and a . . .

(Looks inquiringly at the class, waits for responses and then writes king and swing on the board.)

I like to swing on a swing in the spring. Spring? (Waits for children to say that spring ends with / ŋ / and then writes spring on the board.)

Sometimes it's nice to sing a song. Sing a song? (Waits for children to say that sing and song end with / ŋ / and then writes the words on the board.)

Here is a rhyme.

Every morning in the spring,
I like to sing and sing and sing.
Every evening in the spring,
I like to swing and swing and swing.

(The class follows the pattern set in the first lesson for choral speaking.)

Listen for the / ŋ / words in this poem. (May wish to ask children to name them.)

Let me now sing
Of a curious thing,
A thing to bring tears to your eyes.

It's the song of a king
(Here's the curious thing)
Who was only a fingerlength high.

He fashioned a swing
From a string and a ring
And swung on that swing all day long.

But the weight of the king
Was too much for the string;
The swing broke -- that's the end of my song.

SUMMARY: In addition to presenting and reinforcing the /ŋ/ sound, this lesson provides practice in formulating complete sentences, in asking and answering questions and in using color words.

p /p/

WORDS:
pencil
paper
point
pit(s)
pop(py)
palm
pay
popover
pear
peach
penny
popper
pounds
popcorn
pineapple
popsicle

MATERIALS SUGGESTED:

1. Paper and pencil for each child.
2. A balloon, a peach, a pear and a pineapple.
3. A penny for each child and one new penny for the teacher.
4. (Optional) a short poem using the / p / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Compound words: *popcorn* and *popover*
4. Multiple meanings of *point*

LESSON

TEACHER: (Walks in repeating the / p / sound over and over and using a variety of facial expressions from, for example, surprise to questioning to uncertainty to demanding.) *See* my lips come together and blow apart. Do it with me and *feel* your lips come together and blow apart. / p /, / p /, / p /. Now *hear* the sound your lips make. / p /, / p /, / p /. The letter for that sound is . . . (Waits for response and then writes *p* on the board.)

(Gives out paper and pencils.) Write the letter on your paper. Paper? That begins with / p /. (Writes *paper* on the board. Holds up a pencil.) This is a . . . It begins with . . . (Waits for responses and then writes *pencil*. Points to each end of the pencil.) This is the eraser and this is the . . . *Point* begins with . . . (Writes *point*.) Point to the point. (Repeats with a quizzical expression.) Point to the point? That's funny. How can you point to the point? Point with your finger to the point of the pencil. Point to me. Point to the door. (Everyone points.) Where else can you point? (Waits for response.)

(Shows a balloon, blown up.) If I make a hole in this, it will pop. Pop begins with . . . (Waits for response and then writes pop on the board.) I can make corn pop. Then I'll have . . . What two little words do you hear in popcorn? (Waits for responses.) A big word made out of two little words is a compound word. Popcorn is a . . . (Waits for response, supplying it, if necessary.) Some other words that have pop in them are popsicle and popper and . . .

CHILDREN: Popover, lollipop, poppy.

TEACHER: (Holds one hand palm up, looks at it, runs a finger of the other hand over it.) This is the palm of my hand. (Holds up the other palm.) I have two palms.

> One palm, two palms,
> Where are your palms?
> Three palms, four palms,
> Here are their palms.

(The class follows the pattern set in the first lesson for choral speaking.)

The word palm begins with . . . (Waits for response and then writes the word on the board.)

(Shows pieces of fruit.) A peach is a fruit. A pear is a fruit. A pineapple is a fruit. Peach, pear and pineapple all begin with the same sound. They begin with . . . (Waits for response and then writes the words on the board.) Feel your lips come together and blow apart when you name them. (Holds up the fruit again.)

Eat a peach and what is left . . . ? Tell me about the word _pit_. (Waits for responses and then writes _pit_.) Yes, it begins with / p /. What other fruits have pits?

CHILDREN: Cherries have pits; plums have pits; prunes have pits; apricots have pits.

TEACHER: You buy fruit in the store. You pay for it by the pound. (Emphasizes the words _pay_ and _pound_ and then writes them on the board.) You put the fruit on a scale and then weigh it. Other foods are weighed also. You may buy 5 pounds of potatoes, 1 pound of butter, ½ pound of cheese. The next time you go shopping, ask how many pounds each food item weighs and how much you have to pay for it. Two more / p / words are . . . (Points to _pay_ and _pound_ and then waits for response.) The word _pound_ rhymes with _bound_ and _mound_ and . . .

CHILDREN: _Round_, _found_, _ground_.

TEACHER: And the word _pay_ rhymes with _bay_ and _day_ and . . .

CHILDREN: _Hay_, _may_, _say_, _ray_.

TEACHER: (Gives one penny to each child. Holds up a new penny.) Here is a shiny, new penny. (Writes _penny_.)

> Penny, penny,
> How you shine.
> Are you glad
> That you are mine?

(The class follows the pattern set in the first lesson for choral speaking. Then the teacher collects the pennies.)

Listen to the / p / words in this poem. (May wish to ask children to name them.)

What a wonderful thing is a plain piece of paper
Awaiting the touch of a pen.
It may become words to a song or a poem,
Read over and over again;
Or a sheet that is covered with pictures so pretty
They're worth putting up on the wall;
Or a letter to a friend; or a problem in math;
Any of these; or perhaps all.

SUMMARY: In addition to presenting and reinforcing the / p / sound, this lesson provides practice in formulating complete sentences, in rhyming, in using the compound words popcorn and popover and in demonstrating multiple meanings of the word point.

r /r/

WORDS:

rope
ruler
rain
ride
rock

rake
run
race
ride

record
rhyming
rainbow
raincoat

rainhat
raindrop
rainstorm
raincheck

MATERIALS SUGGESTED:

1. Two / r / items, such as a rope, ruler, rock, record.
2. Picture of a rainbow and pictures of several things to ride in or on, such as a horse, skateboard, bicycle, car, bus, train, boat.
3. Six small / r / pictures.
4. (Optional) a short poem using the / r / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Counting
4. Compound words: rainbow, raincoat, rainhat, raindrop, rainstorm, raincheck

LESSON

TEACHER: (Walks in carrying two / r / items, such as a rope and a ruler. Puts them down and then names them.) Rope, ruler. They begin with the sound / r /. The letter is r. (Writes the letter and then the two words on the board.) Feel your tongue pull back when you say / r /. (Waits for response.) Hear the / r / sound as you say the two words after me. (Waits for response.) You can't see the / r / sound because it's made all the way back inside your mouth. You can only feel it and hear it.

(Writes the word rain on the board.) The word rain begins with / r /. Rain, brain, Jane. Tell me what I'm doing. (Waits for response.) Yes, I'm rhyming. You can do it, too.

CHILDREN: Train, cane, pain, chain, plain, stain.

TEACHER: (Shows a picture of a rainbow.) Sometimes when the sun shines after a rain, a rainbow appears in the sky. A rainbow has many colors. The next time the sun shines after a rain, look for a rainbow in the sky. Rain and bow are the two little words in rainbow. What kind of a word is rainbow?

CHILDREN: A compound word. (The teacher supplies the answer, if necessary, and then writes rainbow in a separate column on the board.)

TEACHER: What other compound words can you think of that use rain? (Writes them as the children name them.)

CHILDREN: Raincoat, rainhat, raindrop, rainstorm, raincheck.

TEACHER: How many compound words are there on the board? (Waits for response.)

(Shows pictures of things to ride in or on.) Ride begins with . . . (Waits for response and then writes ride on the board.) Ride a horse. Ride a bicycle.

CHILDREN: (Respond to the pictures.) Ride a motorcycle. Ride in a car. Ride in a bus. Ride on a train. Ride in a boat. Ride on a skateboard.

TEACHER: Ride, side, hide . . . (Uses facial expressions and gestures to tell the children to join in this activity.)

CHILDREN: Wide, slide, bride, tried, fried.

TEACHER: What are we doing? (Waits for response.) Rhyming. (Looks happily surprised.) Rhyming? That's another word that begins with . . . (Waits for response and then writes rhyming on the board.)

Listen for the / r / words in this rhyme.

> Run the race.
> Run it fast.
> Run, run, run,
> Don't be last.

The / r / words are . . . (Waits for response, and then writes run and race on the board.)

(The class follows the pattern set in the first lesson for choral speaking.)

(Places six small / r / pictures on the chalkboard ledge. Names each / r / item and uses each / r / word in a short sentence.) Now, you think of a sentence for one of these words. (Calls on volunteers.)

Close your eyes. (Turns over one picture so it cannot be seen.) Open your eyes. Raise your hand if you know which one I turned over. (The child who names the / r / picture correctly comes to the front of the room, turns the picture over again and then turns another one over. The game continues until everyone has had a turn.)

TEACHER: (Turns over all the pictures.) How many / r / pictures can you remember? (Turns the pictures back as the children name the / r / items.)

Listen for the / r / words in this poem. (May wish to ask children to name them.)

> Nasty little raindrop,
> How did you get in?
> Running down my collar
> Underneath my chin;

Racing down my shoulder,
Rippling down my side,
Tickling as you ride my ribs,
You I can't abide.

But when I try to shake you out,
I make a rash mistake.
A regular river of raindrops
Follows in your wake.

SUMMARY: In addition to presenting and reinforcing the / r / sound, this lesson provides practice in formulating complete sentences, in rhyming, in counting and in using the compound words rainbow, raincoat, rainhat, rainstorm and raincheck.

br /br/

WORDS:
brown
bread
brush
breeze
breakfast
bridge
bracelet
brick
bride
branch
broom
brother

MATERIALS SUGGESTED:

1. A few articles of brown clothing, such as shoes, pants, shirt, skirt, worn by the teacher; or a few brown items, such as a crayon, a piece of paper, a book, carried by the teacher.
2. Several different kinds of brushes, such as a toothbrush, paint brush, hairbrush, scrub brush, vegetable brush.
3. Six small /br/ pictures.
4. (Optional) a short poem using the /br/ blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Negatives

LESSON

TEACHER: (Walks in wearing a few articles of brown clothing or carrying a few brown items. Looks pointedly at the brown articles and then expectantly at the class.) My shirt is not red, it's . . . (Waits for responses to this and the following.) My shoes are not black, they're . . . My pants are not gray, they're . . . My skirt is not green, it's . . . (Or follow the same pattern using the brown items.) John, are you wearing anything brown? (or) John, do you have something brown?

CHILD: My shoes are brown. (Tells John to ask someone else the same question. The pattern continues until everyone has had a turn answering and asking the question. Some children may respond, "No, I'm not wearing anything brown.")

TEACHER: (Writes brown on the board.) The word brown begins with / br /. See my lips close and open. / br /. Feel your lips close and open as you make the sounds. Do it with me. / br /. Hear the / br / when you say brown. (Waits for response.) Another word that begins with / br / is bread. (Writes bread.) There are different kinds of bread: white bread, whole wheat bread, rye bread. Rolls are bread also. Amy, what kind of bread do you eat?

CHILD: I eat white bread. Robert, what kind of bread do you eat? (The pattern continues until everyone has had a turn.)

TEACHER: A sandwich is made with two slices of . . . Toast is made with . . . (Waits for responses.)

I like to eat bread and butter. Some people like to eat bread and jelly or bread and cream cheese or bread and peanut butter. John, what do you like? (Asks several children and encourages a complete sentence response by turning fragments into complete sentences.) Pretend to spread what you like on a slice of bread. Do it with me. (Pantomimes the action.) Spread rhymes with bread. What other words rhyme with bread?

CHILDREN: Dead, fed, head, lead, Ted, sled, Fred.

TEACHER: Brush begins with / br /. (Writes brush and then shows several brushes.) There are different kinds of brushes, such as . . .

CHILDREN: (Looking at the brushes.) Toothbrush, paint brush, hairbrush, scrub brush, vegetable brush.

TEACHER: What kind of brushes do you have at home? (Calls on a few volunteers.)

Watch me make a breeze. (Blows gently on the hand of one child. Does the same to a few other children's hands.) Blow to make a breeze on your own hand. (Waits for response and then writes breeze on the board.)

Feel the breeze;
Feel it blow.
Feel the breeze;
It doesn't show.

(The class follows the pattern set in the first lesson for choral speaking.)

I am thinking of another / br / word. It is a meal. It is not dinner or lunch. Can you guess what it is? (Waits for response and then writes breakfast on the board.)

(Shows six / br / pictures and then displays them on the chalkboard ledge.) Here are pictures of some more things that begin with / br /. Name them.

CHILDREN: Bridge, bracelet, brick, bride, branch, broom.

TEACHER: (Offers a sentence for each word. Calls on volunteers to make up a sentence for one of the words, to pick up the picture and then to give it back to him / her.)

Listen to the / br / words in this poem. (May wish to ask children to name them.)

Brown bread for breakfast,
Brown bread for lunch;
In between -- you guessed it!
Brown bread for brunch.

SUMMARY: In addition to presenting and reinforcing the / br / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using negatives.

cr / kr /

WORDS: crown cream cross crab
cracker crayon crooked cry
crumb

MATERIALS SUGGESTED:

1. A paper crown worn by the teacher and a cracker; (optional) construction paper for the children to make crowns for themselves as a follow-up activity.
2. Crayons of various colors, one crayon for each child and the teacher.
3. (Optional) a short poem using the / kr / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Color words
5. Multiple meanings of *cross*
6. Antonyms: *straight*-*crooked*

LESSON

TEACHER: (Walks in wearing a paper crown and nibbling on a cracker. Looks down and brushes crumbs from clothes. Looks inquiringly at the class and then waits for the children to name the / kr / words. Points to or holds up each item as it is named.) *Crumbs*, *cracker*, *crown*. They begin with the same sounds -- / kr /. The letters are *cr*. (Writes the letters and the words on the board.) *See* my lips come forward a little. *Crumbs*, *crackers*, *crown*. *Feel* your lips come forward as you say the words after me. *Crumbs*, *crackers*, *crown*. *Hear* yourself make the sounds. (The class repeats the words again after the teacher.) Tell me another / kr / word in this sentence: "I like cream cheese on crackers." (Waits for response and then writes *cream* on the board.) What other foods use the word *cream*? (Supplies the words, if necessary.)

CHILDREN: Whipped cream, sour cream, sweet cream, cream soda, cream of wheat cereal, cream of celery soup.

TEACHER: (Gives one crayon to each child.) Guess another word that begins with / kr /. (Waits for response and then writes crayon on the board.) I have a purple crayon. Lisa, what do you have?

CHILD: I have a yellow crayon. (The teacher tells the child to ask someone else.) Mary, what do you have? (This pattern continues until everyone has had a turn answering and asking the question.)

TEACHER: Listen to this rhyme:

> One crayon, two crayons,
> Three crayons, four.
> Five crayons, six crayons,
> There aren't any more.

(The class follows the pattern set in the first lesson for choral speaking. Then the teacher collects the crayons.)

The word cross begins with / kr /. (Draws a picture of a cross on the board.) This is a . . . (Waits for response and then writes the word. Then sits down and crosses his / her legs.) Cross your legs. Uncross your legs. (Waits for response and then holds up one hand and crosses two fingers.) Cross your fingers. Uncross your fingers. (Waits for responses.)

(Writes the following sentence on the board using the wrong day.) Today is _____. (Waits for children to point out the mistake.) Yes, that's wrong. I have to cross it out. (Crosses it out. Calls on a few children, one at a time, to write a word on the board and then to cross it out.) What did you do?

CHILD: I crossed it out.

TEACHER: The word *cross* can also be used to mean to go from one place to another. Cross the street. John, please cross the room. That means to go from one side to the other, like this. (Demonstrates and then waits for the child to carry out the action.) Everyone stand on one side of the room. Now cross over to the other side. (Action.) Sit down. Remember the word *cross* is used in different ways. A cross (points to the drawing on the board), cross your fingers (demonstrates), cross out (points to illustration on board), cross the room (demonstrates). *Cross* rhymes with *moss* and *boss* and . . .

CHILDREN: *Toss*, *loss*, *Ross*.

TEACHER: Watch me make a straight line. (Draws on the board.) Now look at this line. (Draws a crooked line.) This line is not straight. It is crooked. (Looks surprised at the sound of the word.) *Crooked*! It begins with . . . (Waits for response and then writes the word.) I will stand straight. (Demonstrates.) I will stand crooked. (Demonstrates.) Let's all stand straight first, then crooked. (Everyone follows the actions.) *Straight* and *crooked* are opposites. *Straight* is the opposite of *crooked*. *Crooked* is the opposite of *straight*. *Straight* and *crooked* are . . . (Waits for response.)

Listen to the / kr / words in this poem. May wish to ask children to name them.)

Some crackers are crunchy;
Most crackers are crispy;
All crackers are dryer than bread.
Crackers are crumbly,
And crumbs are a nuisance;
So never eat crackers in bed.

SUMMARY: In addition to presenting and reinforcing the / kr / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in using color words, in demonstrating multiple meanings of the word *cross* and in using the antonyms *straight*-*crooked*.

dr / dr /

WORDS:
drink
drank
drop
driving
drove
dresser
drawing
drew
dress
drip
drawer
drum

MATERIALS SUGGESTED:

1. Paper cups, one cup for each child and the teacher.
2. Pictures of a dresser, a dress, and a drum, one picture of each.
3. Drawing paper, one piece for each child; colored chalk.
4. (Optional) a short poem using the / dr / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Counting
4. Irregular past tense verbs: drank, drove, drew

LESSON

TEACHER: (Walks in pretending to drink from a paper cup. Faces the class and takes a few more drinks.) I'm drinking water. (Shows the empty cup.) I drank it all. (Gives out paper cups.) Pretend to drink. (Waits for response.) What are you doing? (Waits for response.) Drink it all. What did you do? (Waits for response.)

Here is a rhyme using the word drink.

A drink of milk,
A drink of water,
A drink, a drink,
Costs a quarter.

And another.

Who drank the coffee?
Who drank the tea?
Who drank the soda?
Not me, not me.

(The class follows the pattern set in the first lesson for choral speaking.)

Drink and *drank* begin with the sounds / dr /. The letters are *dr*. (Writes the letters and then the two words on the board.) *See* my lips move as I say / dr /. *Feel* your lips move and the tip of your tongue go up and down as you say it. / dr /. *Hear* the sounds when you say the words *drink* and *drank*. (Waits for response.)

(Tips the cup with one hand and holds the other hand under it as if to catch a few drops.) Look! A drop. Another drop. Drop? (Looks expectantly at the children and waits for them to say that *drop* begins with / dr /. Writes *drop* on the board. The teacher may wish to demonstrate the use of the word *drop* meaning *to fall*.) A few drops are left in the cup. Watch them drip out. (With a big smile, repeats the word *drip* and then waits for response.) Yes, that word also begins with / dr /. (Writes *drip*.)

There are different kinds of drops, such as teardrops and nosedrops. What other kinds can you think of?

CHILDREN: Raindrops, cough drops, eyedrops, eardrops.

TEACHER: The word *driving* begins with / dr /. (Writes *driving*.)

Driving in the rain,
Driving in the snow,
Driving everywhere,
Careful as you go.

(Choral speaking.)

Drove begins with / dr / also. (Writes drove.)

He drove the car.
He drove it fast.
He drove it far.
He drove it last.

(Choral speaking.)

(With colored chalk, draws a simple picture on the board.) I'm drawing a house. (Finishes drawing.) I drew a house. Now watch me draw an apple. (Finishes drawing.) I drew an apple. (Gives out paper for children to draw something. As children are engaged in the activity, asks each one, "What are you drawing?" and then waits for response. As each finishes, asks, "What did you draw?" and then waits for response. Models complete sentence response, if necessary.) Drawing and drew begin with . . . (Waits for response and then writes the words on the board.)

(Shows a picture of a dresser.) This is a picture of a dresser. It has (counts out loud) _____ drawers. (Writes dresser and drawer on the board.) When you go home today, look at your dresser. Count the number of drawers.

(Shows pictures of a dress and a drum.) The two things in these pictures begin with / dr /. They are . . . (Waits for responses and then writes the words.) Let's count the words on the board. (Everyone counts. Calls on volunteers to make up a sentence with one of the words on the board and then to erase it.)

Listen to the / dr / words in this poem. (May wish to ask children to name them.)

A leaky faucet dripping,
Drop by little drop,
Drives a person crazy.
Will it never stop?

Drop -- I hear it dripping.
Drop -- right down the drain.
I dread each drop descending
Like a drill upon my brain.

I leave the drip I cannot fix,
And go outside instead.
Where -- DROP -- can I be dreaming?
No! Those are raindrops on my head.

SUMMARY: In addition to presenting and reinforcing the / dr / blend, this lesson provides practice in formulating complete sentences, in rhyming, in counting and in using the irregular past tense verbs drank, drove and drew.

fr / fr /

WORDS:
freezing
freezer
frozen
French
fries
frying
fruit
fresh
front

MATERIALS SUGGESTED:

1. A frying pan.
2. (Optional) fresh fruits and vegetables.
3. (Optional) a short poem using the / fr / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Concepts: fresh and large-medium-small
5. Antonyms: back-front

LESSON

TEACHER: (Stands in the doorway with arms wrapped around himself / herself and shivers. Walks around the room shivering. Comes to the front of the room.) I'm freezing. Pretend you're freezing now. (Waits for responses.) The word freeze rhymes with sneeze and . . .

CHILDREN: Breeze, cheese, trees, bees.

TEACHER: Here's a rhyme using the word freeze.

Please don't freeze
In the breeze;
If you freeze,
You will sneeze.

(The class follows the pattern set in the first lesson for choral speaking.)

An ice cube is freezing cold. It is made out of water that is frozen in the freezer. Freezer, frozen, freezing. These words all begin with the sounds . . . (Waits for response and then writes the letters fr and those words on the board.) See my top teeth on my bottom lip as I make the sounds / fr /. Feel your top teeth on your bottom lip as you make the sounds / fr /. Hear the / fr / when you say the words after me. Freezer, frozen, freezing. (The children repeat the words, one at a time.) Some foods, such as vegetables, juice and French fries, can be frozen. French fries! French and fries begin with . . . (Waits for response and then writes the words on the board.) French fries are pieces of potatoes cooked in oil. Other foods that are fried are onion rings and fish and . . .

CHILDREN: Eggs, chicken, bacon.

TEACHER: Food is fried in a special pan called a . . . (Waits for response, and then shows a frying pan.) Frying pans come in different sizes. There are large frying pans, medium-size frying pans and small frying pans. (Illustrates on the board.) When you go home today, look for the frying pans in your kitchen.

(Shows fresh fruits.) Find the / fr / word that describes all these foods: apple, pear, banana. They are all . . . (Waits for response and then writes fruit on the board.) Lemons are fruit. Think of more fruits.

CHILDREN: Oranges are fruit. Plums are fruit. Grapes are fruit. Cherries are fruit.

TEACHER: (Shows fresh vegetables.) Tell me about the word fresh. (Waits for the children to say that it begins with / fr / and then writes fresh on the board.) Fresh means raw, not cooked. Some fresh vegetables are carrots and . . .

CHILDREN: Lettuce, celery, cucumbers.

TEACHER: Each of us has someone we like to be with, to talk to and to play with. That person is our . . . (Waits for response and then writes friend on the board.) Yes. My friend is _____. Kathy, who is your friend?

CHILD: My friend is _____. Michael, who is your friend? (This pattern continues until everyone has had a turn.)

TEACHER: Judy and Kevin, please go to the back of the room. Michael and Carol, please come to the front of the room. Back, front. Which word begins with / fr /? (Waits for response and then writes front on the board.) Back and front are opposites. Back is the opposite of front. Front is the opposite of back. Back and front are . . . (Waits for response and then tells the children to go back to their seats.)

Another / fr / word is the name of a day. It's . . . (Names all the days of the week or stops with Thursday and lets the class fill in Friday. Then writes Friday on the board.)

Listen for the / fr / words in this poem. (May wish to ask children to name them.)

French fries on Friday;
What a special treat.
Either fresh or frozen,
Always good to eat.

French fries every day;
What a lovely fate.
But I'm afraid that leads to
Putting on some weight.

I would give up French fries
Unless I chance to see
A sign that says: "These French fries
Are absolutely FREE!"

SUMMARY: In addition to presenting and reinforcing the / fr / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the concepts of fresh and large-medium-small and the antonyms back-front.

gr / gr /

WORDS: green grow ground grew
gray grass grapes gravy

MATERIALS SUGGESTED:

1. Items in three different shades of green: dark, medium, light, one item for each child and the teacher (or pictures of items).
2. (Optional) a bunch of grapes.
3. (Optional) a short poem using the / gr / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Comparative: taller
5. Concept: light-medium-dark
6. Irregular past tense verb: grew

LESSON

TEACHER: (Walks around the room, placing on each desk something green [or a picture]. Keeps one.) I have a green crayon. Carol, what do you have?

CHILD: I have a green sock. (The teacher tells Carol to ask someone else.) Kevin, what do you have? (This pattern continues until everyone has had a turn.)

TEACHER: What is the same about all these items? (Waits for response.) Yes, they are all green. But they are not exactly the same green. They are different shades of green. Some are light green, some are medium green and some are dark green. (Holds up his / her item.) The crayon is medium green. If you have something medium green, hold it up. (Waits for response.) If you have something dark green like David has, hold it up. If you have something light green like George has, hold it up. Now, tell me what shade of green it is and then give it back to me.

The beginning sounds in the word green are / gr /. The letters are gr. (Writes the letters and the word on the board.) See my lips come forward a little to make / gr /. Feel your lips come forward as you say the sounds. (Waits for response.) Hear the / gr / as you say green. (Waits for response.)

There is another color word that begins with / gr /. It's . . . (Waits for response, supplying it if necessary, and then writes gray on the board.) Here's a rhyme using the two color words.

This is green,
This is gray.
That is all
I have to say.

(The class follows the pattern set in the first lesson for choral speaking.)

Another / gr / word is grow. (Writes grow.) Every year you grow taller. Some years you grow a little taller and some years you grow a lot taller. Last year my friend grew a little taller. Amy, how much did you grow last year?

CHILD: I grew a lot taller. John, how much did you grow last year? (The teacher may need to model the sentence using grew as the children take their turns. Then he / she writes grew on the board.)

TEACHER: Other things grow. Animals grow. Plants grow. Trees grow. Flowers grow and . . . (Waits for response.) Yes, grass grows. Grass! That's another word that begins with . . . (Waits for response and then writes grass on the board.) Grass grows on the . . . (Waits for response, supplies it, if necessary, and then writes ground on the board.) Ground rhymes with pound and sound and . . .

CHILDREN: Found and round.

TEACHER: There is a fruit that begins with / gr /. It is small and round and juicy. It grows in a bunch. It's called . . . (Waits for response, supplies it, if necessary, and then writes grapes on the board.) (Holds a bunch of grapes.) Let's pretend to eat grapes. (Plucks several, pops them, one at a time, into his / her mouth, chews them and then swallows them. Everyone does the same.

Find the missing word in this rhyme. It begins with / gr /.

A sailor named Davy,
Who is in the Navy.
Has hair that is wavy;
Eats stew in thick _____.

(Writes gravy on the board.)

(Calls on children, one at a time, to say one of the words that is on the board and then to erase it. When all the words have been erased, asks, "How many can you remember?" and then writes them again quickly as the children call them out.)

Listen for the / gr / words in this poem. (May wish to ask children to name them.)

There are pests in my grandmother's garden,
Great big, nasty things,
Long, green bugs and thick, gray slugs
And flies with greasy wings.

There are flowers, too, in her garden
And grass in a border around;
But the pests that grow in her garden
Keep me far from that grubby ground.

And:

I met a grumpy grizzly bear
And greeted him: "Good day."
I grinned; he growled . . .
And I agreed to go away.

SUMMARY: In addition to presenting and reinforcing the / gr / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the comparative taller, the concept of light-medium-dark and the irregular past tense verb grew.

pr / pr /

WORDS:	price	pretzel	principal	prize
	pretend	present	print	president
	promise			

MATERIALS SUGGESTED:

1. Small items, such as a pencil, pen, marker, notebook, piece of chalk, bottle of glue, box of paper clips, storybook, with prices clearly marked, one item for each child and the teacher.
2. A pretzel.
3. (Optional) a short poem using the / pr / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Dramatization

LESSON

TEACHER: (Gives out small items with prices marked on them and keeps one.) When we buy something, we pay for it. We pay a price. Different things have different prices. The price of my pencil is 25 cents. John, what price is your pad?

CHILD: The price of my pad is 10 cents. (The teacher tells the child to ask another child the same question. This pattern continues until everyone has had a turn.)

TEACHER: The next time you go shopping, look at the price marked on each item you buy. What is the price of a ½ gallon of milk? A dozen eggs? A box of cookies? Look and you will find out. No need to ask anyone. Find the price yourself.

The price is low,
The price is high.
The price, the price,
Oh my, oh my!

(The class follows the pattern set in the first lesson for choral speaking.)

Now I'm going to pretend to be someone or something. Guess who or what I am. (Acts out a few of the following: table server, doctor, driver, bird flying, ice skater, baseball player, piano player, and then waits for response.) Now you pretend to be someone or something, and the class will guess who or what you are. (Calls on a few volunteers.)

I promise. I promise I will be quiet. I promise to hang up my coat. I promise not to yell. Did you ever make a promise? What have you promised?

CHILDREN. (Individually.) I promised to dry the dishes. I promised to do my homework. I promised to play with my sister.

TEACHER: Promise, pretend, price all begin with the same two letters -- pr. (Writes the letters on the board.) The sounds are / pr /. See my lips come together and blow apart when I say / p /. Feel your lips come together and blow apart and feel the back of your tongue touch your back teeth when you say / pr /. Do it with me. / pr /. Hear the sounds as you say the words after me. Promise, pretend, price. (Writes the words on the board.)

(Shows a pretzel.) Think of another / pr / word. (Waits for response and then writes pretzel on the board.)

At special times, we give and receive gifts. Another word for gift is present. We give baby presents and engagement presents and wedding presents and . . .

CHILDREN: Birthday presents, graduation presents, anniversary presents, Christmas presents. (The teacher writes present on the board.)

TEACHER: Think of more words that begin with / pr /. I'll give you a hint. (Names the school principal.) _____ is our . . . (Waits for response and then writes the word principal on the board.)

(Prints the word print on the board.) When I write like this I . . . (Waits for response and then calls on a few children to come up to the board and print their names.) Print rhymes with lint and flint and . . .

CHILDREN: Hint, mint, tint, splint, squint.

TEACHER: _____ is our . . . (Writes president on the board.) President begins with the sound . . .

The winner of a race gets a . . . (Waits for response and then writes prize on the board.) I'm going to make up a sentence for the word prize. "I won first prize in the poster contest." (Calls on volunteers to use each word in a sentence and then to erase it.) How many words can you remember? (Writes the words again as the children call them out.)

Listen for the / pr / words in this poem. (May wish to ask children to name them.)

> Pretend you have a gift for me.
> A present would be nice.
> Some pretty little trinket,
> That cost you quite a price.
>
> I promise not to peek at it;
> Press fingers to my eyes.
> You pry them open, and you say,
> "Surprise, surprise, surprise!"

SUMMARY: In addition to presenting and reinforcing the / pr / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in dramatization.

tr / tr /

WORDS:				
	tracks	trip	tree	trail
	train	trunk	triangle	truck
	tricks			

MATERIALS SUGGESTED:

1. A piece of chalk to mark the soles of the teacher's shoes.
2. (Optional) pictures illustrating three meanings of the word train: a train (the object), to train (an animal), in training (sports).
3. (Optional) pictures illustrating the different meanings of the word trunk: a car trunk, a luggage trunk, an elephant's trunk, a tree trunk.
4. (Optional) a short poem using the / tr / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Multiple meanings of train, trip, trunk

LESSON

TEACHER: (Marks the soles of both shoes heavily with chalk just before entering the room. Then walks in, looking back with surprise at the tracks on the floor.) Oh, look, I've made . . . (Waits for response.) Yes, tracks. (Accepts the word trail.) I made a trail with my tracks. Who else or what else makes tracks?

CHILDREN: Animals make tracks. Bikes make tracks. Cars and trucks and bulldozers make tracks. Sleds make tracks in the snow.

TEACHER: (Draws a picture of train tracks on the board.) Here are tracks for a train, train tracks.

(Shows a picture of a train.) This is a . . . (Waits for response.) Yes, a train to ride in. The word train can also mean something different. (Shows other pictures.) Train your dog to obey you. That means to teach him / her to do what you want him / her to do. Circus animals train to do tricks. Baseball players and football players and boxers train. They practice pitching and catching and running and kicking the ball and punching many times until they can do those things better and better. They practice hard. That means they train hard to do their best. Now you know three ways to use the word train. Take a ride on a . . . Your dog needs you to . . . him / her. Baseball players have to . . . (Waits for responses.)

Train rhymes with rain and main and . . .

CHILDREN: Chain, grain, sprain, stain, brain.

TEACHER: Here's a rhyme.

I took a trip in the rain,
In the rain, rain, rain.
I took a trip on the train,
On the train, train, train.

(The class follows the procedure set in the first lesson for choral speaking.)

Trip. Let's take a trip. Let's go somewhere. Take a trip to the park, to the zoo. Where else can you take a trip?

CHILDREN: To the shore. To the city. To a farm.

TEACHER: (Takes a few steps and then pretends to trip.) Oh, I almost tripped. I almost fell. Be careful not to trip over anything. You could trip over a rock. You could trip over a crack in the sidewalk. What else could you trip over?

CHILDREN: You could trip over a toy. You could trip over your dog or cat. You could trip over someone's leg.

TEACHER: Now you know two different ways to use the word trip. You could trip and fall and you could take a . . . somewhere. (Waits for response.)

(Shows a picture of a car and points to its trunk.) Some people take trips in their cars. They put the things they want to take with them in the trunk. Trunk? The trunk of a car is where you put your bags. (Shows a picture of a luggage trunk.) Here is another kind of trunk. It's a big, strong box for packing things. (Shows a picture of an elephant and points to its trunk.) An elephant has a . . . (Waits for response. Then shows a picture of a tree and points to its trunk.) And what about the trunk of a tree?

Now you know four ways to use the word trunk. A car has a . . . Pack all your clothes in this . . . An elephant has a long . . . An old tree has a very big . . . (Waits for responses.)

(Says the words and then writes them on the board.) Trunk, tree, trip, train, tracks. They all begin with the same sounds -- / tr /. The letters are tr. See my lips come forward. / tr /. Feel the tip of your tongue go up and down for / t / and the back of your tongue touch your back teeth for / r /. Say them after me. / tr /. Hear yourself make the sounds when you say the words. (The children repeat the words, one at a time, after the teacher.)

(Draws a triangle on the board.) This shape is not a circle. It is not a square, or a rectangle. It is a . . . It begins with the sounds . . . (Waits for responses and then writes triangle on the board.)

Listen to the / tr / words in this poem. (May wish to ask children to name them.)

"I'm off on a trip," the elephant said,
"I'll travel by rail once again.
"It's truly a treat to try going that way;
"My trunk rides with me in the train."

SUMMARY: In addition to presenting and reinforcing the / tr / blend, this lesson provides practice in formulating complete sentences, in rhyming and in demonstrating multiple meanings of the words train, trip and trunk.

s / s /

WORDS:

see
sea
sofa
Saturday
Sunday
seesaw
season
sign
sun
sock
soap
sink

MATERIALS SUGGESTED:

1. A large balloon blown up, *not* tied but held closed.
2. Small pictures of / s / items.
3. Colored chalk to draw a few common signs.
4. (Optional) a short poem using the / s / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Concept: days of the week, signs, seasons of the year
4. Compound words containing *sea* and *sun*
5. Homonyms: *see*-*sea*

LESSON

TEACHER: (Walks around the room with a large blown-up balloon, letting a little air out of it close to each child's ear.) *Hear* the sound. Now watch me be a balloon and listen to the sound of the air coming out. (Stands, expels breath, letting arms and head fall limp. Slowly straightens up, letting arms stand out a little and chest puff up as air is inhaled deeply, like a balloon being blown up. (Then, looking at each child in turn, says, "Let's breath out very slowly, saying all the while, 'ssssss.'") Stand up and be a balloon with me. (Demonstrates the following actions.) Let all your breath out, like this. Now breathe in slowly and fill up like a balloon. Let the air out slowly, making a hissing sound. (The children follow the actions and then sit down.)

Sometimes snakes make angry hissing sounds. Let's be angry snakes. "Sssss."

(The children make the sound with the teacher.)

See me smile when I make that sound. / s /. *Feel* your lips smile and *feel* the air come out. (Everybody makes the sound with one hand held in front of his / her mouth to feel his / her breath coming out.) The letter for / s / is *s*. (Writes *s* on the board.) The word *see* begins with . . . (Waits for response and then writes the word.) *See* rhymes with *me* and *bee* and . . .

CHILDREN: *He*, *she*, *key*, *knee*, *pea*, *tea*, *we*.

TEACHER: I'm going to put the word *saw* after *see* and make one bigger word, a compound word. It's . . . (Waits for response and then writes *seesaw* on the board. Points to the word *see*.) This *see* means to look with your eyes. There is a different sea. It's spelled like this. (Writes *sea*.) It means the ocean. Raise your hand if you have been to the seashore. (Waits for response.) *Sea* and *shore* together make the compound word *seashore*. (Writes it.) What two little words do you hear in *seafood*? (Waits for responses to this and the following and then writes the words.) *Seashell*? *Seaweed*? *Seasick*? *Seaport*? *Seaplane*? *Seaman*?

(Shows small pictures of / s / items.) Hear / s / at the beginning of these words. (Names each and then sets up pictures on the chalkboard ledge.) I'm going to use one word in a sentence. *Sofa*. "I like to sit on my sofa." (Takes the sofa picture and then calls on volunteers to make up a sentence for one of the other pictured words and then to give the pictures to him / her.) How many of the pictures can you remember? (Sets them back up as they are called out.)

Today is . . . We are in school. We come to school on Monday and Tuesday and Wednesday and Thursday and Friday. (Uses facial expressions and gestures to encourage the class to join in naming the days.) We don't come to school on . . . and . . . (Waits for responses and then writes *Saturday* and *Sunday* on the board.) *Saturday*? *Sunday*? (Looks surprised. Smiles as if just making a happy discovery.) They begin with . . . (Waits for response.)

Here's a rhyme about Saturday.

I like to go outside and play,
On Saturday, on Saturday.
It's fun to go outside and play,
And play all day on Saturday.

(The class follows the pattern set in the first lesson for choral speaking.)

The word sun begins with . . . (Waits for response and then writes sun.) Sun and beam together make the compound word sunbeam. Sun and rise make sunrise. (Writes these and the following compound words.) You know more compound words that begin with sun. They are . . .

CHILDREN: Sunset, sunshine, suntan, sunburn, sunlight.

TEACHER: Listen to what I am naming. Winter, spring, summer, fall. Those are the . . . (Waits for response, supplying it, if necessary, and then writes seasons on the board.) Seasons begins with . . . Let's name the seasons together. Winter, spring, summer, fall. These are the . . . (Waits for response.)

(Uses colored chalk to draw pictures of a few signs on the board.) These are all signs. They tell you things. (Names the signs.) What other signs have you seen? The word sign begins with . . . (Waits for responses and then writes sign.)

Listen for the / s / words in this poem. (May wish to ask children to name them.)

Standing by the seaside,
Say this after me:
"See the sun sink slowly
Into the salty sea."

Say the sentence swiftly;
Let the sounds just slide.
Now the sun is setting;
It's time to sit inside.

SUMMARY: In addition to presenting and reinforcing the / s / sound, this lesson provides practice in formulating complete sentences, in rhyming and in using the concepts of days of the week, signs and seasons of the year, compound words containing _sea_ and _sun_ and the homonyms _see_-_sea_.

sk / sc / sk /

WORDS:

skip
skate
ski
sky

skin
skeleton
skull
skunk

scarf
scoop
scale
scarecrow

school
scout
scar
scooter

MATERIALS SUGGESTED:

1. A scarf.
2. (Optional) picture of people skiing.
3. Pictures of the sky, showing clouds, sun, moon, stars.
4. Foods, such as bananas, apples, tomatoes, which have skins.
5. Small pictures of sk and sc items, such as ski(s), skates, skunk, skull, skeleton, skirt, school, scale, scarf, scarecrow, scoop, scooter.
6. (Optional) a short poem using the / sk / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Directions: right-left
4. Synonyms: skinny-thin
5. Antonyms: smooth-rough and thick-thin

LESSON

TEACHER: (Wearing a scarf, skips into the classroom and around the room. Stops in front of the room.)

Skipping here,
Skipping there,
Skipping, skipping,
Everywhere.

(The class follows the pattern set in the first lesson for choral speaking.)

Everyone skip around your desk. (Action.)

Sometimes I like to skate. Do you?

I skate, you skate,
Who skates, who?
He skates, she skates,
And so do you.

(Choral speaking.)

Some people like to go skiing. (Shows picture.) They like to ski. Ski, skate, skip all begin with the same sounds -- / sk /. The letters are sk. (Writes sk on the board.) See me smile when I say / s /. Feel your lips smile for / s / and then the back of your tongue go up and down for / k /. (Everyone says / sk /.) Hear the / sk / as you say each word after me. Ski, skate, skip. (Writes the words.)

(Shows sky pictures.) Sky begins with / sk /. (Writes sky.) Clouds are in the sky. What else is in the sky?

CHILDREN: The sun is in the sky. The moon is in the sky. Stars are in the sky. (The teacher models the complete sentence, if necessary.)

TEACHER: Guess the next / sk / word. (Shows foods with skins.) I'm peeling a banana. I'm peeling off the skin. Now watch me peel an apple. I'm peeling off the . . . (Waits for response and then writes skin on the board.) Other foods have skin. Oranges, tomatoes, cucumbers, potatoes. People have skin. Touch your own skin. It feels smooth. Not rough, but smooth. An orange skin is not smooth. It's . . . Yes, it's rough.

Skin, skinny. (Writes skinny on the board.) Something skinny is thin. Not thick but thin. Thin skin. An apple has thin skin. An orange has thick skin. A tomato has . . . A banana has . . . (Waits for responses.) *Skin* rhymes with *thin* and *win* and . . .

CHILDREN: *Spin*, *bin*, *fin*, *pin*, *tin*.

TEACHER: (Takes off scarf.) *Scarf*. (Shows *sc* pictures and then writes the words in a separate column.) *Scarf*, *scoop*, *scale*, *school*, *scarecrow*, *scooter*. They all begin with the sounds / sk /, but look how they're spelled. What two letters spell the / sk / sounds in these words? (Waits for response.) Yes, *sc*. / sk / can be spelled two ways -- *sc* and *sk*. (Gives each child a small picture and keeps one.) Say your word. If it begins with the letters *sk*, stand on the right side of the room. (Points to the children's right.) If it begins with *sc*, stand on the left side of the room. (Points to the children's left.)

I'm going to make up a sentence with my word. "I wore a skeleton costume on Halloween." Think of a sentence for your word. (Calls on volunteers first, and then the others to say their sentences. They give their pictures back to the teacher and then take their seats.)

John, come to the board, say one of the words and then erase it. (This pattern continues until every word has been erased. The teacher reads the word first, if necessary.)

How many can you remember? (Writes them quickly on the board again as the children call them out.)

Count the words. There are how many all together?

CHILDREN: (Count.) There are _____ words all together.

TEACHER: Listen to the / sk / words in this poem. (May wish to ask children to name them.)

As I was skipping to school one day,
A skinny old skeleton stood in my way
"You don't scare me," I finally said,
But I scooted off home and hid in my bed.

SUMMARY: In addition to presenting and reinforcing the / sk / blend with its two spellings, sk and sc, this lesson provides practice in formulating complete sentences, in rhyming and in using the directions right-left, the synonyms skinny-thin and the antonyms smooth-rough and thick-thin.

sm / sm /

WORDS:				
	smell	small	smooth	smock
	smile	smoke	smart	smear

MATERIALS SUGGESTED:

1. A real or an artificial flower.
2. Pictures of a few small animals (turtle, snail, mouse, worm, caterpillar, etc.)
3. (Optional) pictures illustrating smoke, such as smoke from a fire, a cigarette, a chimney.
4. (Optional) a short poem using the / sm / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Concepts: tall and small
4. Antonyms: smooth-rough

LESSON

TEACHER: (Walks in noisily smelling a flower. Gives it to a child with instructions to do the same with it and then pass it along until everyone has had a turn holding and smelling it. Proceeds with the lesson while the flower is being passed around.) What are you doing? (Waits for response.) Yes, you're smelling the flower. Smelling? Smell? You can smell coffee perking. You can smell chicken roasting in the oven. What else can you smell?

CHILDREN: I can smell chocolate. I can smell an apple pie baking. I can smell a cigarette burning.

TEACHER: Smell rhymes with bell and tell and . . .

CHILDREN: Fell, sell, well, spell, swell.

TEACHER: (Smiles broadly. Stops. Looks around. Breaks into another big smile. Looks at each child, in turn.) I'm . . . (Waits for response.) Everyone smile. A little smile. A big smile. When you are happy, you . . . (Waits for response.)

(Stands very tall.) Some people are tall. Stand as tall as you can. (*Action*.) Some people are small. Let's make ourselves very small. (*Action*.) Who else, what else, is small? (Waits for response.) Babies are small. Some animals are small. Think of some small animals. (Shows pictures and then waits for children to name them.)

(Draws pictures on the board to illustrate *tall* and *small*.) A tall building, a small building; a tall tree, a . . . (Waits for responses.) A tall glass, a . . . *Tall* and *small* are different. *Small* is different from *tall*. *Tall* is different from . . . *Small* and *tall* are . . . (Waits for responses.)

Small, *smell*, *smile*. (Chants two more times. Uses facial expressions and gestures to tell the children to join in chanting.) They all begin with the same sounds -- / sm /. The letters are *sm*. (Writes *sm* on the board.) *See* my lips make a little smile when I say / s / and then come together when I say / m /. *Feel* your lips smile and come together when you say / sm /. (Waits for response.) *Hear* the / sm / when you say *small*, *smell*, *smile*. (Waits for response and then writes the words on the board.)

(Shows pictures illustrating smoke.) The word *smoke* begins with / sm /. (Writes *smoke*.) Smoke comes from fire. It comes out of a chimney. It is bad for your health to smoke cigarettes.

(Rubs the palm of one hand over one cheek and then over the chalkboard.) These feel smooth. Tell me about the word *smooth*. (Waits for response.) Yes, it begins with / sm /. What else feels smooth?

CHILDREN: Glass feels smooth. Ice feels smooth. Ice cream tastes smooth. Butter is smooth. (The teacher supplies the answers, if necessary.)

TEACHER: Some things are not smooth. Some things feel rough, like the rug, the wall and the corkboard. A sweater can feel rough. A bumpy road is rough. Smooth and rough are opposites. The opposite of smooth is rough. The opposite of rough is . . . (Waits for response and then writes smooth.) Smooth and rough are . . . (Waits for response.)

Another / sm / word is smart. When we do good work, we are . . . (Waits for response and then writes smart.)

I'm smart, you're smart.
Who's smart, who?
He's smart, she's smart,
And so are you.

(The class follows the pattern set in the first lesson for choral speaking.)

Smock begins with / sm /. Don't get your clothes dirty when you paint. Wear a . . . (Waits for response and then writes smock.)

Smear begins with / sm /. Be careful when you use paint. You don't want it to . . . (Waits for response and then writes smear.)

Here's a sentence with the word smear. "Don't smear gravy on your shirt." You think of a sentence for one of the words on the board and then erase that word. (Calls on volunteers. This pattern continues until all the words have been erased.) How many can you remember? (Writes them again as the children call them out.)

Listen to the / sm / words in this poem. (May wish to ask children to name them.)

I like to see smoke from a chimney
That smells like a smoldering log;
One small chimney is pleasant,
But too much smoke can make smog.

SUMMARY: In addition to presenting and reinforcing the / sm / blend, this lesson provides practice in formulating complete sentences, in rhyming and in using the concepts of tall and small and the antonyms smooth-rough.

sn / sn /

WORDS: sneezing sniff snake sneakers
snoring snow snail snack
snap

MATERIALS SUGGESTED:

1. Any small article that has one or more snaps.
2. Pictures of snow, a snowman, a snake, a snail.
3. (Optional) a short poem using the / sn / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Concept: pairs
5. Compound words containing snow
6. Multiple meanings of snap
7. Synonyms: sniff-smell

LESSON

TEACHER: (Walks into the room sneezing.) I'm sneezing. Let's all sneeze. (Everyone sneezes.) What are you doing? (Waits for response.)

(Closes eyes and pretends to be asleep. Snores loudly. Opens eyes and then snores once more.) What am I doing? (Waits for response.) Yes, I'm snoring. Let's all snore. (Everyone snores.) Here's a rhyme about snoring:

> Hear him snore
> Through the door.
> Snore, snore, snore,
> Please, no more!

(The class follows the pattern set in the first lesson for choral speaking.)

(Snaps fingers. Encourages everyone by facial expressions and gestures to join in snapping fingers.) We're snapping. Who can snap the loudest? (Listens to the children snapping their fingers, one at a time, and then names the child who snaps the loudest.) Who can snap the softest? (Does the same.)

(Shows any article that has a snap on it.) Here is a snap. Snap it closed. Unsnap it to open it. (Demonstrates and then passes around the article so that each child has a turn snapping and unsnapping.) Now you know different ways to use the word _snap_. Snap your fingers. Snap and unsnap a snap.

(Lifts head, looks around the room searchingly and then sniffs.) I'm sniffing. You sniff too. (Everyone sniffs audibly.) What can you sniff? (Waits for response.) You can sniff smoke. You can sniff a cake baking in the oven. You can sniff perfume or a flower. Another word for _sniff_ is . . . (Waits for response.) Yes, _smell_.

Well now, _sniff_, _snap_, _snore_, _sneeze_ all begin with the same sounds -- / sn /. The letters are . . . (Waits for response and then writes _sn_ on the board.) _See_ a smile on my lips when I say / s /. _Feel_ your lips smile for / s / and _feel_ the tip of your tongue go up behind your front teeth for / n /. Say the sounds after me. / sn /. (Waits for response.) _Hear_ the sounds as you say the words after me. (Waits for the children to repeat the words, one at a time, and then writes them on the board.)

(Shows a picture of snow.) What begins with / sn / in this picture? (Waits for response and then writes _snow_.) Let's use the word _snow_ to make compound words. _Snow_ and _man_ make _snowman_. What else can you think of?

CHILDREN: _Snowstorm_, _snowsuit_, _snowshoes_, _snowmobile_, _snowball_, _snowflake_, _snowplow_, _snowdrift_.

TEACHER: (Shows a picture of a snake.) Here's something else that begins with / sn /. It's a . . . (Waits for response and then writes snake.) Snake rhymes with bake and fake and . . .

CHILDREN: Cake, lake, make, rake, shake, flake, brake.

TEACHER: (Shows a picture of a snail.) Here's another animal whose name begins with / sn /. It's a . . . (Waits for response and then writes snail.)

Raise your hand if you are wearing something on your feet that begins with / sn /. Tell me what it is. (Waits for response and then writes sneakers.) That's right. One on each foot. Two together. That makes a pair. A pair of sneakers. You are wearing . . . (Waits for response.)

There is just one more / sn / word for today. I will give you some clues. Guess what it is. Pretzels, potato chips, nuts, raisins, cookies, apples, carrots. (Waits for response.) Yes, snack. (Writes snack.) I eat an apple for a snack. Amy, what do you eat for a snack?

CHILD: I eat a cupcake for a snack. (The teacher tells Amy to ask her neighbor the same question. This pattern continues until everyone has had a turn answering and asking the question.)

TEACHER: Listen for the / sn / words in this poem. (May wish to ask children to name them.)

My nose is stuffed,
I'm going to sneeze.
I've got the sniffles;
I snort and I wheeze.

When speaking I snuffle,
When sleeping I snore;
I snarl and I'm snappish;
This cold is a bore.

SUMMARY: In addition to presenting and reinforcing the / sn / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in using the concept of pairs and compound words containing the word snow, in demonstrating multiple meanings of the word snap and in using the synonyms sniff-smell.

sp / sp /

WORDS:				
	spoon	special	speed	speak
	spill	spider	space	sports
	spell			

MATERIALS SUGGESTED:

1. Colored spoons (two of each color), one spoon for each child and the teacher.
2. Different kinds of spoons, such as a teaspoon, tablespoon, serving spoon, wooden spoon (or pictures of them).
3. (Optional) a short poem using the / sp / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Color words
5. Concept: pairs
6. Multiple meanings of space

LESSON

TEACHER: (Gives out colored spoons and keeps one.) Everyone hold up your spoon. (Waits for response.) Mary, you have a yellow spoon just like mine. Come to the front of the room. Together we have a pair of yellow spoons. What do we have together? (Waits for response and then tells Mary to be seated.) Chris, who has a spoon the same color as yours? (The child answers and both children come to the front of the room.) Together you have a . . . (Waits for response and then tells children to be seated. This pattern continues until everyone has had a turn being part of a pair.)

Let's pretend to eat with our spoons. (Action.) Don't spill anything. (Pretends to spill some food on himself / herself.) Oh, I spilled some on me.

Pretend to spill some food on yourself. (Waits for action.) What did you do? (Waits for response.)

(Shows different kinds of spoons.) There are different kinds of spoons -- teaspoons, tablespoons, serving spoons, wooden spoons. Each has a special use. Eat pudding with a . . . (Waits for responses to this and the following.) Eat ice cream with a . . . Eat soup with a . . . Serve mashed potatoes with a . . . Stir with a . . . Spoon, special, spill all begin with the same sounds -- / sp /. The letters are . . . (Waits for response and then writes sp on the board.) See my lips smile, press together and then pop open. / sp /. Do it with me and feel your lips move as you make the sounds. / sp /. Hear the / sp / as you say the words after me. Special, spoon, spill. (The children repeat the words, one at a time, and then the teacher writes them on the board.

You will know another / sp / word when you guess what I'm doing. (Says a child's name and then spells it. Repeats with other names once or twice.) Waits for response.) Yes. Spell. I'm spelling. Amy, please spell your name. (Waits for response and then tells Amy to ask her neighbor to spell his / her name. This pattern continues until everyone has had a turn, and then the teacher writes spell on the board.)

Spell your name.
Spell it right.
Spell it, spell it,
Every night.

(The class follows the pattern set in the first lesson for choral speaking.)

(Draws a picture of a spider on a web.) The word spider begins with . . . (Waits for response and then writes spider.)

Another / sp / word is space. (Draws three horizontal lines on the board, one under the other, evenly spaced.) This is a line. This is a space, a line, a space, a line. (Adds another line.) Now there are four lines and three . . . (Waits for response.) Sometimes we need a lot of space. When you play games in the gym you need a lot of . . . (Waits for response and then writes space on the board.)

Space is also a place, a special place. Astronauts travel in outer . . . In ________ (uses any current space travel story, TV show or movie), people live and work in outer . . . (Waits for responses.) There are spacesuits, spaceships and space stations.

Think of an / sp / word that means the same as talk. To talk is to . . . (Waits for response, supplies it, if necessary, and then writes speak on the board.)

Now think of one word that describes all these: baseball, football, hockey, basketball, skating, swimming. The one word for all those activities is . . . (Waits for response, supplying it, if necessary, and then writes sports on the board.)

There are signs on the road that tell you how fast you can drive, how fast you can . . . (Waits for response and then writes speed.) It's called the speed limit. Speed rhymes with bead, deed and . . .

CHILDREN: Feed, lead, need, read, seed, weed.

TEACHER: Say a word and then erase it. (Calls on the children, one at a time, until all the words have been erased.) How many can you remember? (Writes the words again as the children call them out.)

Listen to the / sp / words in this poem. (May wish to ask children to name them.)

Big spoons, small spoons,
Spoons in different sizes;
A spoon for stirring coffee,
And a special one for ices.

Big spoons, small spoons,
Spick-and-span and shiny;
A soup spoon is a big one,
A sugar spoon is tiny.

SUMMARY: In addition to presenting and reinforcing the / sp / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in using color words and the concept of pairs and in demonstrating multiple meanings of the word space.

st / st /

WORDS: stop step(s) stamp state(s)
stare stand star(s) store
stair(s) still

MATERIALS SUGGESTED:

1. A stamp, a stamp pad and some small pieces of paper.
2. A postage stamp.
3. (Optional) a short poem using the / st / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Multiple meanings of stamp and star
4. Homonyms: stair-stare
5. Synonyms: stair-step

LESSON

TEACHER: (Walks into the room a few steps and then stops; walks a little more and then stops; turns to face the class and then stops; starts putting things on the table and then stops; begins to talk to the class and then stops. Holds up one hand in a stop gesture. Looks inquiringly at the class. Waits for response that describes the previous actions.) I'm acting out the word stop. Make believe you're combing your hair and then stop. Make believe you're brushing your teeth and then stop. (Waits for responses.) The word stop begins with / st /. The letters are st. (Writes st on the board.) See a smile on my lips when I say / st /. Feel your lips smile and then the tip of your tongue go up and down when you say / st /. Hear the / st / when you say stop. (Waits for responses and then writes stop.)

Watch me act out another / st / word. (Stares at several children, one at a time. Waits for response.) Yes, stare. (Writes stare.) I am staring at

Amy. I stared at Robert. Everyone stare at someone near you. (Waits for response.)

There is another kind of stare that has nothing to do with looking. It has to do with going up and down. It's a . . . (Waits for response and then writes stair.) We go up and down the stairs. Another word for stairs is . . . (Waits for response and then writes steps.) A step is the same as a . . . Yes, stair.

Everyone stand. The word stand begins with . . . (Waits for response and then writes stand.) Wiggle your whole body. Now stand still. We are standing . . . (Waits for response and then writes still on the board.)

I stand up.
I stand still.
I stand tall
To catch a ball.

(The class follows the pattern set in the first lesson for choral speaking.)

(Holds up a stamp, a stamp pad and some small pieces of paper.) Watch me stamp the papers. (Gives out the stamped papers.) Here's another kind of stamp. (Shows a postage stamp.) A postage stamp. Look for one on a letter that comes to your house. Stamp? Stamp? (Stamps one foot.) Stamp your foot. The word stamp has different meanings. (Pantomimes licking a stamp and pressing it down and then stamping a foot.) The word stamp begins with the sound . . . (Waits for response and then writes stamp on the board.) Stamp rhymes with camp and damp and . . .

CHILDREN: Lamp, ramp, champ, clamp, gramp.

TEACHER: Star is another / st / word. (Writes it.) In the sky at night, there are . . . (Waits for response.) When your work is very good, you may get a . . . (Draws a star on the board and then waits for response.) There is another way to use the word star. An actor on TV may be a . . . Name a TV actor who is a star. (Waits for responses.)

We live in _____. (Gives the name of the state.) California, Texas, New York are the names of . . . _____ is the name of our . . . (Waits for response and then writes state on the board.) Let's all stand in a circle and make believe we are states. (Each child chooses the state he / she wants to be, saying, "I'm _____." The teacher supplies state names as necessary.) Everyone hold hands. Now we are joined together. We are united. Just like the United States of America. The United States of America is the name of the country we live in.

Guess the next / st / word. (Names several well known local stores, waits for response and then writes store.) There are different kinds of stores. There are food stores, clothing stores, . . .

CHILDREN: Shoe stores, candy stores, hardware stores, pet stores, drugstores, department stores, bookstores.

TEACHER: Listen for the / st / words in this poem. (May wish to ask children to name them.)

> Going upstairs in the dark to my room,
> I stumble as soon as I enter the gloom.
> I stop and I stare.
> Is there someone up there?
> The top of the steps is as still as a tomb.
>
> I stiffen my back till I'm straight as a mast,
> And step after step, I go dashing up fast.
> When I get to the top,
> I don't even stop;
> But streak to my room and to safety at last.

SUMMARY: In addition to presenting and reinforcing the / st / blend, this lesson provides practice in formulating complete sentences, in rhyming, in demonstrating multiple meanings of the words stamp and star and in using the homonyms stair-stare and the synonyms stair-step.

sw / sw /

WORDS:

sweep
swat
swan
sweater
swatter
swallow
swing
swim
swell
switch
sweet
swirl

MATERIALS SUGGESTED:

1. A cardigan sweater worn by the teacher.
2. (Optional) a broom and a fly swatter.
3. (Optional) a picture of a swan.
4. (Optional) a short poem using the / sw / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Multiple meanings of swing, switch, swallow
4. Antonyms: sweet-sour

LESSON

TEACHER: (Walks in wearing a cardigan sweater. Pretends to sweep the floor with a broom.) I'm sweeping the floor. (Comes to the front of the room and sets the broom aside.) Now you pretend to sweep the floor around your desk. (Waits for the action and then tells everyone to sit down.)

(Takes off the cardigan sweater.) I'm taking off my sweater. Pretend you're wearing a sweater and take it off. (Waits for action.)

Sweater and sweep both begin with the same sounds -- / sw /. The letters are sw. (Writes sw on the board.) See how my lips move when I say / sw /. Feel your lips smile and then come forward into a circle as if you are blowing a kiss. (Everyone says / sw /.) Hear the sounds as you say sweep and sweater. (Waits for everyone to repeat the words.)

(Uses eyes to follow an imaginary fly flying around. Picks up a fly swatter, stalks the fly and then swats it. Looks inquiringly at the class.) I swatted the fly with a fly swatter. Pretend you have a swatter. See that fly on your desk? (Points to an imaginary fly and then follows its movements.) Watch it carefully. Swat it! Got it! Sometimes we swat mosquitoes also. Two more / sw / words are . . . (Waits for response and then writes swat and swatter.)

Here is a rhyme with the word swat.

> Swat the mosquito,
> Swat the fly,
> Swat them fast --
> Don't blink an eye.

(The class follows the pattern set in the first lesson for choral speaking.)

In the playground you play on something that begins with / sw /. It's a . . . (Waits for response and then writes swing.) Swing on the swing. Do you slide on a swing? Do you dig on a swing? What do you do on a swing? (Waits for responses.)

Here is a clue to another / sw / word. I wear a bathing suit when I go for a . . . (Waits for response and then writes swim.) People swim in different places -- in the ocean, in a lake. Where else can you swim?

CHILDREN: In a pond. In a pool.

TEACHER: Swim rhymes with rim and brim and trim and . . .

CHILDREN: Jim, Tim, Kim, him, dim, slim, skim.

TEACHER: (Switches the room light on and off.) Switch the light on. Switch it off. Switch the switch. Let's pretend to switch the switch and say what we're doing. Switch the switch. The word switch begins with the sound . . .

(Waits for response and then writes switch.)

Judy, switch places with me. (Action.) Amy and Carol, please switch places. (Tells other children to switch places and then to switch back.) Now you know another way to use the word switch. It can mean "to change places."

Guess the next / sw / word. Here is a hint, a clue. Listen carefully. Lemons taste sour. Sour cream tastes sour. But oranges do not taste sour. They taste . . . Pineapple is not sour. It is . . . Candy is not sour. It is . . . (Waits for responses.) Yes, sweet. (Writes sweet.) Sweet and sour are opposites. Sweet is the opposite of sour. Sour is the opposite of . . . Sweet and sour are . . . (Waits for responses.)

(Shows a picture of a swan or draws one on the board.) This bird is a swan. A swan swims in the water. The word swan begins with the sound . . . (Waits for response and then writes swan.)

There is another bird called a swallow. (Writes swallow.) Sometimes swallow has a different meaning. Do you know what it is? (Waits for response.) Yes, swallow food that's in your mouth.

I'm going to make up a sentence for a word on the board and then erase that word. "Please switch on the light." (Erases switch. Calls on volunteers to make up sentences and then to erase their words. This pattern continues until all the words have been erased from the board.)

Listen for the / sw / words in these poems. (May wish to ask children to name them.)

> You've seen a swan swimming,
> I'll go you one better:
> I've seen a swan in a turtleneck sweater.

And:

You've spotted a swallow,
Its swoop is a thrill.
But I've seen a swallow who swallowed a pill.

SUMMARY: In addition to presenting and reinforcing the / sw / blend, this lesson provides practice in formulating complete sentences, in rhyming, in demonstrating multiple meanings of the words swing, switch and swallow and in using the antonyms sweet-sour.

scr / skr /

WORDS:

scratch
scream
screech
scrub
scrape
screw
screen
scrap
scribble
scramble
screwdriver

MATERIALS SUGGESTED:

1. A scrub brush.
2. A screw and a screwdriver.
3. A screw-top jar.
4. A picture of a window screen.
5. (Optional) a short poem with the / skr / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Compound word: screwdriver
4. Synonyms: scream-screech

LESSON

TEACHER: (Walks in scratching all over. Continues to scratch while looking inquiringly at each child, in turn.) Our first word today is . . . (Waits for response and then writes scratch on the board.) The first three letters are . . . (Waits for response and then underlines the letters.) Here's a clue to another word that begins with scr. (Pretends to scrub with a brush, waits for response and then writes scrub.) Scrub and scratch both begin with the sounds / skr /. My lips smile for / s /; the back of my tongue goes up and down for / k /; and my lips come forward for / r /. You can only see the / s / and / r /, but you can feel yourself make all three sounds. Do it with me. / s-k-r /, / skr /. Hear the three sounds when you say scrub and scratch. (Waits for children to repeat each word.) Here's a rhyme with the word scrub.

Scrub your hands.
Scrub your face.
Scrub, scrub, scrub,
Every place.

(The class follows the pattern set in the first lesson for choral speaking.)

When a baby cries very hard and loudly, it screams. Children and grown-ups sometimes scream. A scream can mean something hurts a lot, or it can mean something is very exciting. People scream at a ballgame. You may scream to your friends on the playground. Scream begins with . . . (Waits for response and then writes scream on the board.) The word screech means the same as scream and begins the same way. (Writes screech.) Scream and screech are synonyms.

Sometimes when you play outside, you fall and scrape your hands or knees. Scrape begins with . . . (Waits for response and then writes scrape.) Scrape rhymes with grape and . . .

CHILDREN: Tape, cape, shape, drape.

TEACHER: (Scribbles on the board.) That doesn't make any sense. That's just a . . . (Waits for response and then writes scribble.) A small child who hasn't learned to write can only . . . (Waits for response.)

I like to eat eggs. Sometimes I boil them; sometimes I fry them; and sometimes I scramble them. Did you hear another / skr / word? (Waits for response and then writes scramble.)

(Holds up a screw and a screwdriver.) This is a . . . and a . . . (Waits for responses.) Let's pretend to screw in the screw. Make it tight. (Action.) Now let's turn the screw the other way and unscrew it. (Action.)

(Shows screw-top jar.) Some jars of food have screw tops. You must unscrew to open them and screw tightly to close them. Let's pretend to unscrew the top of a jar of peanut butter. (Action.) Now let's screw it back on; close it. (Action.) What are some other foods that come in screw-top jars or bottles?

CHILDREN: Jam, ketchup, pickles, mayonnaise, soda pop.

TEACHER: Screw begins with . . . (Waits for response and then writes screw on the board.) Screw and driver make the compound word . . . (Waits for response and then writes screwdriver.)

(Shows a picture of a window screen.) You may have something on your windows at home to keep out the bugs when the windows are open. It's called a screen. You may even have a screen door. Screen begins with . . . (Waits for response and then writes screen.)

I'm going to make up a sentence for a word and then erase that word. "Don't let the cat scratch you." (Erases scratch and then calls on volunteers to follow the same pattern until all the words have been erased.) How many words can you remember? (Writes them on the board again as they are called out.)

Listen for the / skr / words in this poem. (May wish to ask children to name them.)

> Make sure the screens
> Are screwed down tight;
> Screeching mosquitoes
> Are flying tonight.
>
> Buzz bombers screaming
> Their warning: "I bite!"
> They do. And I scratch
> For the rest of the night.

SUMMARY: In addition to presenting and reinforcing the / skr / blend, this lesson provides practice in formulating complete sentences, in rhyming and in using the compound word screwdriver and the synonyms scream-screech.

spr / spr /

WORDS:
spray
spread
sprinkle(s)
sprinkler
sprig
sprout
spring
sprain

MATERIALS SUGGESTED:
1. A spray bottle filled with water.
2. A metal spring (or a picture of one).
3. A picture of a spring day.
4. (Optional) a short poem using the / spr / blend.

LANGUAGE FORMS EMPHASIZED:
1. Complete sentences
2. Questions
3. Rhyming
4. Concept: spray
5. Compound word: bedspread
6. Multiple meanings of spring and sprinkle(s)

LESSON

TEACHER: (Walks in pretending to spray a little water into the air.) I'm . . . (Waits for response.) Yes, I'm spraying water. This is a spray bottle. (Puts it down.) Spray bottles are used for other things. (Pantomimes using sprays such as hair spray, deodorant spray, nasal spray, perfume, furniture polish and window cleaner and then waits for the children to name them.) Look for the sprays you have at home. Spray rhymes with gray and stray and . . .

CHILDREN: Tray, pray, clay, stay, play, sway.

TEACHER: Here's a rhyme using the word spray.

Spray your hair.
Spray your nose.

Spray with care.
Spray your clothes.

(The class follows the pattern set in the first lesson for choral speaking.)

Watch what happens when I spray a little water on the board. (Sprays.) Now watch me sprinkle a few drops on the board. (Takes off the spray top, dips a couple of fingers in the water and sprinkles a few drops on the board.) When it rains a very little bit, it's just a sprinkle. We feel sprinkles of water. A sprinkler is used to sprinkle water on the grass. The word sprinkles can also mean something good to eat. I like chocolate sprinkles sprinkled on my ice cream. Raise your hand if you like sprinkles on your ice cream. (Waits for response.) Sprinkle rhymes with crinkle and . . .

CHILDREN: Twinkle, wrinkle.

TEACHER: Rain sprinkles.
Star twinkles.
Paper crinkles.
Shirt wrinkles.

(Choral speaking.)

The words sprinkle and spray begin with the same sounds -- / spr /. The letters are spr. (Writes the letters.) See my lips smile, press together and blow apart. / spr /. Feel your lips move and your tongue pull back and up as you say / spr /. (Waits for response.) Hear the sounds when you say spray and sprinkle. (Waits for response and then writes the words on the board.)

The word spread begins with / spr /. (Writes spread.) You spread butter on bread. What else do you spread on bread?

CHILDREN: Cream cheese, peanut butter, jelly, jam, margarine, mayonnaise, mustard.

TEACHER: (Pantomimes the action.) I'm spreading jelly on my bread. Pretend to spread something on your bread. Carol, what are you spreading on your bread? (The child responds and asks another child the same question. This pattern continues until everyone has had a turn.) Spread the bread. Spread the bread? That . . . (Waits for response.) Yes, that rhymes. Now put the word bed in front of spread and make a compound word. (Waits for response and then writes bedspread on the board.)

Another / spr / word is spring. (Holds up a spring or a picture of one.) This is a spring. (Shows a picture of a spring day.) Spring can also mean a season, a time of year. In the spring, the weather is warm. Leaves grow on trees, flowers bloom and grass grows green in the spring.

A sprig is a small branch or a twig. (Draws a sprig on the board.) Sprout means "to grow fast." Listen for three / spr / words in this sentence: "Sprigs sprout in the spring." Let's say that together and hear the / spr / words. "Sprigs sprout in the spring." (Everyone repeats.) Name the three / spr / words and I'll write them on the board. (Waits for response.)

Now think of the / spr / word that belongs in this sentence: "If you fall down, you may . . . your ankle." (Waits for response and then writes sprain.)

Think of another sentence for the word sprain. (Calls on a volunteer to make up a sentence and then to erase the word. This pattern continues until all the words have been erased.) How many words can you remember? (Writes the words quickly as the children call them out.)

Listen for the / spr / words in this poem. (May wish to ask children to name them.)

Spring, Spring, season of flowers;
Also of sprinkles and spritzes and showers.
Springs are in bloom,
And blooms start to sprout.

The greenery's spreading;
It's sprayed all about.
Spring, Spring, everything's young;
The joyous season Spring has sprung.

SUMMARY: In addition to presenting and reinforcing the / spr / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in using the concept of spray and the compound word bedspread and in demonstrating multiple meanings of the words spring and sprinkle(s).

spl / spl /

WORDS:
splash
split
splinter
splendid
splatter
splurge

MATERIALS SUGGESTED:

1. Any 10 books of approximately the same size.
2. A picture of a sunny day.
3. (Optional) a short poem using the / spl / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Concepts: splash-splatter and split

LESSON

TEACHER: (Walks in pantomiming actions that indicate it is raining. Looks up, holds out one hand, palm up, and looks at it, opens an imaginary umbrella and then stamps around as if splashing and splattering in puddles.) Splash, splatter. I'm splashing and splattering in the rain. Everyone do it with me. (The children walk around their desks stamping their feet.) We're splashing and splattering in the rain. (Tells the children to sit down.) It's fun to splash and splatter. Splash and splatter in the sink. Splash and splatter in the bathtub. Where else can you splash and splatter?

CHILDREN: In the pool. In the lake.

TEACHER: Splash and splatter begin with the same sounds -- / spl /. The letters are spl. (Writes spl on the board.) See my lips smile, come together and blow apart. / spl /. Feel your lips move and the tip of your tongue go up and down as you say / spl /. (Waits for response.) Hear yourself make the sounds as you say splash and splatter. (Waits for response and then writes the words on the board.)

Splash rhymes with cash and dash and . . .

CHILDREN: Mash, sash, clash, flash, crash, trash, smash.

TEACHER: Splatter rhymes with batter and fatter and . . .

CHILDREN: Matter, patter, smatter, scatter, clatter, platter, flatter, shatter, chatter.

TEACHER: (Stacks 10 books, one on top of the other.) Here's a stack of books. I'm going to split them up. (Makes two equal stacks.) Split means to divide into two equal parts. When you share a cookie, you break it in half; you split it. John, come up and stand next to me. Now let's split up. Let's separate. Everyone stand next to a partner. Now move away from each other. You . . . (Waits for response, writes split on the board and then tells the class to sit down.)

(Looks at one finger with a pained expression. Breathes in audibly to indicate feeling pain. Looks at the class.) I just got a splinter in my finger. Did you ever have a splinter? Splinter begins with . . . (Waits for response and then writes splinter.)

> Did you ever get a splinter
> In the middle of the winter?
> Whoever got a splinter
> In the winter, winter, winter?

(The class follows the pattern set in the first lesson for choral speaking.)

(Shows a picture of a sunny day.) Some days are beautiful. The sun shines, the sky is blue and a gentle breeze blows. It's a splendid day. When you do very good work, that is splendid. A very delicious meal is . . . (Waits for response.) Splendid begins with the sound . . . (Waits for response and then writes splendid.)

Make up a sentence for one of the words on the board and then erase it. (Calls on volunteers.) How many can you remember? (Writes the words again as the children call them out.)

Listen for the / spl / words in this poem. (May wish to ask children to name them.)

Under my window a splatter of puddles;
Splashing birds in merry huddles.
Splendid robins, a splutter of motion,
Split the puddles in a wet explosion.

SUMMARY: In addition to presenting and reinforcing the / spl / blend, this lesson provides practice in formulating complete sentences, in rhyming and in using the concepts of splash-splatter and split.

squ / skw /

WORDS:
squint
square
squeeze
squeak
squirrel
squirt
squash
squat

MATERIALS SUGGESTED:

1. A few items that can be squeezed, such as an orange, a lemon, a tube of toothpaste, a plastic bottle, a sponge, any squeeze toy.
2. Pictures of a square, a squash, a squirrel.
3. (Optional) a short poem using the / skw / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Concept: square
4. Multiple meanings of squash

LESSON

TEACHER: (Walks in, looks at each child, in turn, through partly opened eyes, squinting.) I'm squinting at you. You can squint too. Close your eyes a little and squint at me. Now squint at your neighbor. We're . . . (Waits for response.) Squint begins with the sounds / skw /. The letters are squ. (Writes squ on the board.) My lips smile, the back of my tongue goes up and down and then my lips come forward. / skw /. You see only my lips move. But you can feel your own tongue and lips move. Say the sounds with me. / skw /. Now hear the sounds when you say the word squint. (Writes squint on the board.)

(Gently squeezes an arm of a child. Squeezes another child's arm and then another.) You let me squeeze your arm. The word squeeze begins with . . . (Waits for response and then writes squeeze on the board. Shows an orange and a lemon.) How do you make orange juice? Lemon juice? (Waits for responses.) What else can you squeeze? (Shows items.)

CHILDREN: Toothpaste, a sponge, a squeeze toy, a plastic bottle.

TEACHER: Listen to the / skw / sounds in these words. (Shows the pictures of a square, a squash and a squirrel and then names them.) You name the things in the pictures, and I'll write the words. (Waits for response.)

(Holds up the picture of a square.) Some things are square-shaped. A cracker may be square; a cookie may be . . . ; a napkin is . . . ; a washcloth is . . . ; a record album cover is . . . ; a stamp is . . . (Waits for responses.)

(Holds up the picture of a squash.) Raise your hand if you eat squash. A squash is a vegetable. The word squash has another meaning. (Pantomimes the following actions.) If I crush a grape in my hand, I squash it. If I step on a bug, I squash it. When I bring a sandwich for lunch, I try not to . . . (Waits for response and then writes squash on the board.)

(Holds up the picture of a squirrel.) An animal with a big, bushy tail is a . . . (Waits for response and then writes squirrel.)

Squat is an / skw / word. (Writes squat.) Watch me squat. (Demonstrates.) Everyone squat. (Action.)

Another word that begins with / skw / is squeak. A mouse . . . Sometimes a door . . . Car brakes may . . . (Waits for responses and then writes squeak.)

Here is a rhyme using the word squeaking.

I heard a little squeaking sound,
And so I looked around and round.
A squeaking little mouse I found,
Running fast along the ground.

(The class follows the pattern set in the first lesson for choral speaking.)

Squeak rhymes with leak and beak and . . .

CHILDREN: Peek, weak, sneak, speak, creek, cheek.

TEACHER: At the water fountain, when the water jumps up high, it squirts you in the face. When you eat a plum or a peach, the juice squirts out. Sometimes when you open a bottle of soda, the soda squirts out. Squirt begins with . . . (Waits for response and then writes squirt on the board.)

(Calls on the children, one at a time, to make up a sentence for an / skw / word on the board and then to erase it.) How many / skw / words can you remember? (Writes them again as the children call them out.)

Listen for the / skw / words in this poem. (May wish to ask children to name them.)

> The old cat squats in silent pose,
> Squints its eyes and squiggles its nose;
> Squeaks its whiskers, squeezes a yawn,
> Watching a squirrel at play on the lawn.

SUMMARY: In addition to presenting and reinforcing the / skw / blend, this lesson provides practice in formulating complete sentences, in rhyming, in using the concept of square and in demonstrating multiple meanings of the word squash.

str / str /

WORDS: stretch straw stripe string
strong stronger strongest strainer
straight street strike stream

MATERIALS SUGGESTED:

1. A straw hat, bag or basket and a drinking straw (or pictures of these).
2. An article of striped clothing worn by the teacher.
3. Small pieces of string in three different thicknesses, one piece of each thickness for each child.
4. (Optional) a short poem using the / str / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Comparatives: strong-stronger-strongest
5. Concept: stripes
6. Multiple meanings of straw
7. Antonyms: straight-crooked

LESSON

TEACHER: (Walks in wearing an article of clothing with stripes. Looks at the class, yawns, stretches arms slowly.) Oh, that feels good. I like to stretch. Let's all stretch. (Everyone stretches.) What are we doing? (Waits for response.)

> Stretch in the morning,
> Stretch at night.
> Stretch, stretch, stretch,
> With all your might.

(The class follows the pattern set in the first lesson for choral speaking.)

(Shows a straw hat.) This hat is made out of straw. It's a . . . (Waits for response.) Yes, a straw hat. (Shows a straw bag or basket.) This bag or basket is made out of straw. That's why it's called a . . . (Waits for response.) Yes, a straw bag or basket.

(Holds up a drinking straw.) This is a straw. We drink from a . . . (Waits for response.) Pretend you're drinking from a straw. (The children pantomime the action with the teacher.) The word straw has two different meanings. (Points to the straw items.) This is a . . . and these things are made out of . . . (Waits for responses.)

Straw and stretch begin with the same sounds -- / str /. The letters are str. (Writes the letters.) See my lips smile and then come forward when I say / str /. Feel your lips smile; feel the tip of your tongue go up and down and then your lips come forward as you say / str /. (Waits for response.) Hear the / str / when you say straw and stretch. (Waits for response and then writes straw and stretch on the board.)

Another / str / word is stripe. (Writes stripe.) I am wearing a shirt with stripes. Who is wearing something with stripes? (Waits for response. Points to the U.S. flag.) Our flag has red and white . . . (Waits for response.) When you go home today, look for things that have stripes.

(Puts out on a table all the pieces of string. Holds up one piece.) String begins with / str /. (Holds up one piece of each thickness.) This string is strong. This string is stronger. This string is the strongest. I want the strong string. Chris, which one do you want? (Gives the child the string he asks for.)

CHILD: I want the stronger string. Amy, which one do you want? (This pattern continues until everyone has had a turn.)

TEACHER: I have the strong string. Tell me what you have and then give it back to me. (Each child responds, in turn.) Now you know four more / str / words. They are . . . (Waits for responses and then writes string, strong, stronger, strongest on the board.) Strong rhymes with wrong and . . .

CHILDREN: Long and song.

TEACHER: (Draws a picture of a strainer on the board.) Strainer begins with str. (Writes the word.) What is a strainer used for in your house? (Waits for responses.)

(Draws on the board a crooked line and, next to it, a straight one.) This line is crooked. This line is . . . (Waits for response.) Straight begins with . . . (Waits for response and then writes straight.) Make a straight line with your finger in the air. Make a crooked line. (Waits for responses.)

Listen while I give you clues to more / str / words. Wait for the green light before you cross the . . . A baseball player doesn't like to . . . out. (Waits for responses and then writes street and strike.)

Say one of the words on the board and then erase it. (Calls on volunteers.)

Listen for the / str / words in this poem. (May wish to ask children to name them.)

Here's an idea
That strikes me as great.
Take a strong string,
Stretch it out straight;

Use it to paint
A white stripe down the street
That keeps the traffic
In streams that are neat.

SUMMARY: In addition to presenting and reinforcing the / str / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in using the comparatives *strong*-*stronger*-*strongest* and the concept of stripes, in demonstrating multiple meanings of the word *straw* and in using the antonyms *straight*-*crooked*.

sh /ʃ/

WORDS:
shave
sh
shell
shampoo
shiver
shake
milkshake
handshake
shine
shape
shirt
shoes

MATERIALS SUGGESTED:

1. Seashells (or a picture of them).
2. Pictures of other kinds of shells, such as eggshells, nutshells, turtle shells, snail and clam shells.
3. A poster illustrating a variety of shapes of different colors and sizes (or colored chalk to draw the shapes on the board.)
4. (Optional) a short poem using the /ʃ/ sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Concepts: shell and shape
4. Use of two attributes
5. Idiomatic expression: "shake a leg"
6. Compound words: handshake and milkshake

LESSON

TEACHER: (Walks in holding a finger to his/her lips in a typical "sh" gesture. Pretends to look in a mirror and to prepare to shave. Proceeds with shaving motions. Continuing in pantomime, pours shampoo on hair and massages it. Stops action. Looks expectantly at the class to elicit the words just demonstrated.)

Shampoo, shave, sh all begin with the same sound -- /ʃ/. The letters are sh. (Writes sh on the board.) See my lips come forward when I make the sound. /ʃ/. Feel your lips come forward when you make the sound. (Waits for response.) Hear yourself make the sound when you say sh, shave, shampoo. (The children repeat one word at a time, and then the teacher writes each one on the board.)

(Holds himself / herself and shivers.) I'm so cold I'm shivering. Let's pretend to shiver. (Waits for response.) Shiver begins with . . . (Waits for response and then writes shiver.) Sometimes I shiver when I come out of the pool or the ocean. I shiver until I dry myself or warm up in the sun. At the shore I lie on the warm sand. At the shore? Shore? That word begins with . . . (Waits for response and then writes shore.)

(Shows seashells or a picture of them.) At the shore it's fun to look for seashells. These are all sea . . . (Waits for response and then writes shells on the board.) A shell is a hard covering. (Shows pictures of other kinds of shells.) What are other kinds of shells? (Waits for responses.)

Shell rhymes with smell and bell and . . .

CHILDREN: Tell, jell, well, sell, spell, fell, swell.

TEACHER: (Walks around the room, shaking hands with each child.) I'm shaking hands. Shake hands with someone near you. (Action.) What are you doing? (Waits for response and then writes shake.) We shake hands to say hello or good-bye. Now shake your head yes. Shake it no. Shake a leg. (Waits for responses.)

Shake your hand,
Shake your head,
Shake your leg,
Then go to bed.

(The class follows the pattern set in the first lesson for choral speaking.)

If you want someone to hurry up, you might tell him / her to "shake a leg." What does "shake a leg" mean? (Waits for response.)

Shaking hands is called a handshake. There is a drink that has the word shake in it. It's called a . . . (Waits for response.) Now you know two compound words that have shake in them. They are . . . (Waits for response and then writes handshake and milkshake.)

(Holds up a poster showing different shapes in a variety of sizes and colors.) When I say "circle, square, triangle, rectangle, oval," I am naming shapes. The word shape begins with . . . (Waits for response and then writes shape.)

(Points to a few shapes while describing them. This is a small, green rectangle. This is a big, blue oval. Mary, this is a . . . (Waits for response. This pattern continues until everyone has had a turn.)

Chris is wearing a blue shirt. George is wearing a brown shirt. Shirt begins with . . . (Waits for response and then writes shirt.)

The word shine begins with /ʃ/. On a nice day you can see the sun . . . (Waits for response and then writes shine.) When you polish your shoes, they . . . What shines? Another /ʃ/ word is . . . (Waits for responses and then writes shoes.)

Make up a sentence for one of the words on the board and then erase it. (This pattern continues until all the words have been erased.)

Listen for the /ʃ/ words in this poem. (May wish to ask children to name them.)

> "Shake a leg" means "Show some speed";
> But shake your head says "No, indeed."
> Shaking hands is welcome and warm;
> But shakes and shivers lead to harm.
> Shake a cold and you're getting well;
> But a chocolate milkshake is really swell.

SUMMARY: In addition to presenting and reinforcing the / ʃ / sound, this lesson provides practice in formulating complete sentences, in rhyming and in using the concepts of shell and shape, two attributes, the idiomatic expression "shake a leg" and the compound words handshake and milkshake.

t / t /

WORDS:

ticktock
tape
tip
take
turn
tiptoe
today
tongue
ten
two
toe
Tuesday
teacher
toys

MATERIALS SUGGESTED:

1. A watch.
2. A roll of tape.
3. (Optional) a short poem using the / t / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Concept: days of the week
5. Compound words: ticktock and tiptoe

LESSON

TEACHER: (Walks in holding up a watch to one ear, obviously listening to it. Looks at the watch, shakes it and puts it up to his / her ear again. Makes the / t / sound repeatedly, in imitation of the ticking of the watch. Walks around the room holding up the watch to each child's ear long enough for the child to hear it ticking. Comes to the front of the room.) See the tip of my tongue go up and down as I say the sound / t /. Feel the tip of your tongue go up and down as you say / t /. Hear the / t / sound in ticktock. Say it after me. Ticktock. (Waits for response.) The / t / sound is spelled with the letter t. (Writes t on the board.) The word ticktock begins with the letter . . . and the sound is . . . (Waits for responses and then writes ticktock on the board.)

(Tiptoes back and forth across the front of the room, looking expectantly at the class.) Yes, I walked on tiptoe. Everyone stand and walk on tiptoe around your desk. (Waits for action.) What did you do?

CHILDREN: I walked on tiptoe around my desk.

TEACHER: *Tiptoe* begins with the sound . . . (Waits for response and then writes *tiptoe* on the board.)

Tiptoe, tiptoe,
How shall we go?
Tiptoe, tiptoe,
Go very slow.

(The class follows the pattern set in the first lesson for choral speaking.)

Tiptoe and *ticktock* are compound words. They are two words put together to make new words. (Points to the words on the board.) What are the two words in *tiptoe*? In *ticktock*? (Waits for responses and then writes the two words separately.)

Remember that I said the tip of your tongue goes up and down to make the / t / sound. The tip of your . . . (Waits for response and then writes *tongue*.) *Tongue* begins with the sound . . . and the letter is . . . (Waits for responses.) Your tongue is part of your body. Another / t / word that is part of your body is . . . (Points to the word *toe*.) How many toes do you have . . . ? *Ten* begins with . . . (Waits for responses and then writes *ten*.) *Ten* rhymes with *Ben* and *den* and . . .

CHILDREN: *Men*, *hen*, *pen*, *when*, *then*.

TEACHER: I have ten toes all together, five on one foot and five on the other foot. (Points to one foot and then the other.) Two fives make ten. How many fives make ten . . . ? The number word *two* begins with the sound . . . (Waits for responses and then writes *two* on the board.)

What day is today? Yes, today is _____. The word *today* begins with . . . (Waits for response and then writes *today*.) Name all the days of the week.

(Waits for response.) The one that begins with / t / is . . . (Waits for response and then writes Tuesday on the board.) Richard, name the days of the week. (Waits for response and then tells Richard to ask someone else to name the days of the week. This pattern continues until everyone has had a turn.) Take a turn? Take a turn? (Looks expectantly at the class and waits for the response that take and turn begin with / t /. Writes the words on the board.)

There are more words that begin with / t /. (Name of classroom teacher) is your . . . (Waits for response and then writes teacher.)

(Holds up a roll of tape.) This is a roll of . . . (Waits for response and then writes tape.)

A ball and a doll are not animals. They are . . . (Waits for response and then writes toys.)

Count all the / t / words. (Everyone counts.) All together there are . . . / t / words. I'm going to make a sentence for one of the words and then erase that word. "Yesterday was Tuesday." (Calls on volunteers to make up a sentence for another word and then to erase it.)

Listen for the / t / words in this poem. (May wish to ask children to name them.)

> Why do we say the sound ticktock
> Is the ticking of the clock?
> Why not tocking? Answer me quickly!
> Because clocks don't go "tocktick."

And / or in this poem:

> Terrible Teddy is under the table,
> Teasing a terrified cat.
> Tormenting Tabby's a treat for our Teddy,
> Truly a terrible brat.

SUMMARY: In addition to presenting and reinforcing the / t / sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the concept of days of the week and the compound words ticktock and tiptoe.

th, thr / θ, θr /

WORDS:

thank
thick
thin
Thursday
thousand
thirty
thirteen
thumb
thermos
thumbtack
thermometer
throw
threw
through
thread
three

MATERIALS SUGGESTED:

1. Small pictures of / θ / items on 3" x 5" cards, one card for each child and the teacher.
2. Thick and thin items, such as books, pencils, crayons (or colored chalk to draw them on the board).
3. A few cotton balls.
4. Paper, a sheet for everyone to make a cylinder.
5. (Optional) a short poem using the / θ, θr / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Compound words: something, anything, everything, nothing
5. Irregular past tense verb: threw
6. Homonyms: threw-through
7. Antonyms: thick-thin

LESSON

TEACHER: (Places a / θ / picture card before each child and then holds one up.) I have a thirty. Mary, what do you have? (Mary responds and then asks her neighbor the same question. This pattern continues until everyone has had a turn.) All of these words begin with the sound / θ /. See my tongue between my teeth as I make the sound / θ /. Feel your tongue between your teeth as you make the sound / θ /. Hear yourself make the sound in your word. (Waits for response.) / θ / is spelled with the letters th. (Writes th on the board.) The two letters make one sound. Here is a sentence with my word. "There are thirty books on the shelf." (Writes *thirty*.) Think of a sentence for your word. (Calls on volunteers and then writes the /θ/ words on the board.)

Mary, please give me your picture card. Thank you. Now I'll give you mine. What do you say? (Waits for response.) Yes, *thank you*. The word *thank* begins with . . . (Waits for response and then writes *thank*.) Mary, give your card to the person next to you. (That child says *thank you* and gives it and his/her own card to the person next to him/her. Each child says *thank you*, as the cards are passed along. The last child gives all the cards to the teacher.)

(Draws a thick line and a thin line on the board.) This line is thick, and this one is thin. *Thick* and *thin* begin with the sound . . . (Waits for response and then writes the words.)

(Holds up thick and thin items and then waits for responses.) A book may be thick or thin. This pencil is . . . , and this one is . . . This crayon is . . . , and this one is . . . (Points to all the items.) All these things are thick or thin. Things? Things? Say, that word begins with . . . (Waits for response and then writes *things* on the board.) *Things* rhymes with *slings* and *swings* and . . .

CHILDREN: *Sings*, *kings*, *wings*, *rings*, *brings*, *strings*.

TEACHER: We can use the word *thing* to make some compound words. *Some* and *thing* make . . . *Any* and *thing* make . . . *Every* and *thing* make . . . *No* and *thing* make . . .

I'm going to throw a cotton ball to Susan. (Throws.) I threw the ball. Susan, throw the ball to John. (Waits for action.) What did you do? (Waits for response. This pattern continues until everyone has had a turn.) Now you know two more words that begin with /θ/. They are . . . (Waits for responses and then writes *throw* and *threw* in a separate list.) *Throw* and *threw* begin with the same three letters -- *thr*. And the word *three* begins the same way. (Writes *three*.) *Hear* yourself make the / θr / sound when you say *three*, *throw*, *threw*. (The children repeat the words, one at a time.)

Here are two rhymes.

Throw the ball.
Throw it far.
Throw it, throw it,
To a star.

Who threw the ball
Against the wall?
Who threw the ball
Way down the hall?

(The class follows the pattern set in the first lesson for choral speaking.)

There is a word that sounds like *threw* but has a different spelling and a different meaning. (Demonstrates the following actions.) "I look through my glasses." "I put the button through the buttonhole." (Gives a sheet of paper to each child. Makes a cylinder with one piece, demonstrates looking through it and then tells the children to do the same.) What are you doing? (Waits for response and then writes *through* on the board.) Pretend to put thread through a needle. (Everyone pantomimes the action.) Did you hear another / θr / word? (Waits for response and then writes *thread*.)

All these words begin with the quiet / θ / sound. Say the words after me and listen to how quiet the sound is. (Calls on children, one at a time, to repeat a word and then to erase it.)

Listen for the / θ / words in this poem. (May wish to ask children to name them.)

Thinking of thrills is a thousand times safer
Than living a life that is loaded with threats.
Give me my thoughts, not the thick of the action;
I'll be thoroughly thankful and have no regrets.

SUMMARY: In addition to presenting and reinforcing the quiet / θ / and / θr / sounds, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the compound words something, anything, everything and nothing, the irregular past tense verb threw, the homonyms threw-through and the antonyms thick-thin.

th /ð/

WORDS: the these they them
this those that there
then

MATERIALS SUGGESTED:

1. A common item, such as a book, a pencil, a crayon, placed on each desk of half the children, and multiple items, such as two or three pencils, pieces of paper, colored markers, etc., placed on each desk of the remaining children.
2. Three small items in each of a variety of categories, such as fruit, tools, clothing, toys.
3. Several picture cards.
4. (Optional) a short poem using the voiced /ð/ sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Classification of items

NOTE: Arrange to have single and multiple items on the children's desks before the lesson begins.

LESSON

TEACHER: (Walks over to two children's desks with single items and points to each item.) What's this? What's that? (Waits for responses.)

(Points to multiple items on one child's desk.) What are these? What are those? (Waits for responses. This pattern continues until everyone has been asked.)

This, that, these and those all begin with the noisy sound /ð/. See my tongue between my teeth, /ð/. Feel your tongue between your teeth when you make the noisy sound /ð/. The letters are th. The two letters make one sound. (Writes th on the board.)

Feel and hear the noisy sound when you say the words this and that. And these and those. (Waits for responses and then writes the words.)

Give me this.
Give me that.
Did you miss
That fat cat?

(The class follows the pattern set in the first lesson for choral speaking.)

Show me these.
Show me those.
Show me bees.
Show me bows.

(Choral speaking.)

(For the following, the teacher shows three items in one category and sets them up on a table.) These are fruit. They are an apple, a pear, a banana. What are they? (Models a complete sentence response, if necessary.)

These are tools. They are a hammer, a screwdriver, a saw. What are they?

These are clothing. They are a dress, a coat, a jacket. What are they?

These are toys. They are a doll, a wagon, a ball. What are they?

(Points to each group.) They are . . . They? They? They begins with the sound . . . (Waits for response and then writes they.)

Mary, pick up the pieces of fruit and give them to me. (Waits for response. Calls on other children to do the same thing until all the items have been collected.) Now I have all of them. Them? Them? (Waits for the children to say that *them* begins with the noisy /ð/ sound and then writes the word on the board.)

Carol, put these cards over there. (Gives Carol a few cards and points to some other place. The child takes the cards and puts them where indicated.) Thank you for putting them there. Where? There. There? There? (Waits for the children to say that *there* begins with the noisy /ð/ sound and then writes *there* on the board.)

(Emphasizes the word *the*.) The cards are over there. What is over there? (Waits for the response "the cards." Looks expectantly at the class, waits for the children to say that the word *the* begins with the noisy /ð/ sound and then writes *the* on the board.)

I woke up at 7 o'clock this morning. Then I washed. Then I got dressed. Then I ate breakfast. Then I put on my coat. Then I went to school. (Looks expectantly at the class, waits for the children to say that *then* begins with the noisy /ð/ sound and then writes *then* on the board.) *Then* rhymes with *Ben* and *den* and . . .

CHILDREN: *Hen*, *men*, *ten*, *when*, *pen*.

TEACHER: Say a word that is on the board, use it in a sentence and then erase it. (Calls on volunteers.)

How many words can you remember? (Writes the words again quickly as the children call them out.)

Listen for the noisy /ð/ words in this poem. (May wish to ask children to name them.)

When people speak of this or that,
We say their occupation . . .
The way they use
Those words they choose . . .
Is "making conversation."

SUMMARY: In addition to presenting and reinforcing the voiced /ð/ sound, this lesson provides practice in formulating complete sentences, in rhyming and in classifying items.

v / v /

WORDS:	vase	vacuum	variety	very
	vest	vegetables	voice	

MATERIALS SUGGESTED:

1. Several vests, each a different color, worn by the teacher.
2. Various types of vases, including tall and short and wide and narrow ones (or pictures of them).
3. A variety of fresh vegetables (or pictures of them).
4. (Optional) a short poem using the / v / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Concepts: variety and opposites
5. Antonyms: tall-short and wide-narrow

LESSON

TEACHER: (Walks in wearing several vests, each a different color, and pretending to vacuum the floor, making a motor humming / v / noise.) Watch me vacuum the floor. I'm using a . . . (Waits for response.) Vacuum begins with the / v / sound. The letter is v. (Writes v on the board.) See my top teeth on my bottom lip as I make the / v / sound. Feel your top teeth on your bottom lip as you make the / v / sound. Hear yourself make the / v / sound in vacuum. (Waits for response and then writes vacuum on the board.)

(Takes off vests, one at a time.) The word vest begins with the sound . . . (Waits for response and then writes vest.) I like the green vest. Kevin, which vest do you like?

CHILD: I like the blue vest. (The teacher tells Kevin to ask another child the same question. This pattern continues until everyone has had a turn answering and asking the question.)

TEACHER: Here's a rhyme with the word vest.

Red vest, blue vest,
Green vest, brown.
Black vest, pink vest,
To wear to town.

(The class follows the pattern set in the first lesson for choral speaking.)

(Points to the vests.) These vests are in different colors, a variety of colors. Variety? Variety? That word begins with the sound . . . (Waits for response and then writes variety on the board and then collects the pictures.)

(Shows different types of vases.) Vase begins with the sound . . . The letter is . . . (Waits for responses and then writes vase.)

(Holds up a tall and a short vase.) This vase is very tall. This vase is very short. Very begins with / v /. Listen. Very tall. Very short. This vase is . . . , and this vase is . . . (Waits for responses and then writes very.) Tall and short are opposites. Tall is not short. Short is not tall. Tall and short are . . . (Waits for responses.)

The word very rhymes with berry and ferry and . . .

CHILDREN: Jerry, merry, Perry, Terry, Sherry, cherry.

TEACHER: (Holds up a wide vase and a narrow one.) This vase is very wide, and this other vase is very narrow. (Indicates first one and then the other.) This vase is . . . , and this other vase is . . . (Waits for responses.) Wide and narrow are opposites. Wide is not narrow. Narrow is not wide. Wide and narrow are . . . (Waits for response.)

(Points to all the vases.) These vases are different shapes, a variety of shapes.

(Places vegetables on a table and then names them.) These are all vegetables. The sound at the beginning of vegetables is . . . (Waits for response and then writes vegetables.) There are many different kinds of vegetables, a . . . (Waits for response.) Yes, a variety of vegetables.

When I speak, I use my voice. Voice begins with the sound . . . (Waits for response and then writes voice. Then uses appropriate voices for the following.) My voice is loud. My voice is soft. My voice is high (pitch). My voice is low (pitch). I have different voices, a . . . (Waits for response.) Yes, a variety of voices. You can use a variety of voices. Try them after me. (Says short phrases, sentences or questions in different voices and then waits for the class to repeat each in the same kind of voice.)

You know that variety means different kinds of something. In this room there are a variety of books, a variety of crayons, a . . .

CHILDREN: Variety of pencils. A variety of plants. A variety of games. A variety of clothing. A variety of pictures.

TEACHER: At home you have a variety of things, such as a variety of chairs, a variety of tables, a . . . (Looks inquiringly.)

CHILDREN: Variety of lamps. A variety of glasses. A variety of curtains. A variety of cookies. A variety of pets.

TEACHER: Look for them when you go home today.

Listen for the / v / words in this poem. (May wish to ask children to name them.)

Little Velma eats no meat;
A vegetarian is she.
She's very, very healthy, but
I'm glad she's not me.

SUMMARY: In addition to presenting and reinforcing the / v / sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the concepts of variety and opposites and the antonyms tall-short and wide-narrow.

w / w /

WORDS:

walk
water
we
wing
word
with
wash
web
weather
winter
window
wagon
witch
watch
wig
waffle

MATERIALS SUGGESTED:

1. Small / w / pictures, a pair of each for each student and the teacher.
2. A picture of a winter scene.
3. A picture of a summer scene.
4. (Optional) a short poem using the / w / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Counting
5. Concept: pairs
6. Antonyms: *hot*-*cold* and *winter*-*summer*

LESSON

TEACHER: (Walks up and down the room.) I like to walk. Robert, please walk with me. (The teacher and Robert walk together.) Nancy, please walk with us. (They walk some more and then the teacher tells Robert and Nancy to sit down. Asks another child to take a walk around the room. Calls on two more children to join in walking together. They sit down, and then a different group takes their place. This pattern continues until everyone has had a turn walking.) The word *walk* begins with the sound / w /. The letter is *w*. (Writes *w* on the board.) *See* my lips make a circle when I say / w /. *Feel* your lips make a circle when you say / w /. *Hear* the / w / sound when you say *walk*. (Waits for response and then writes *walk* on the board.) *Walk* rhymes with *stalk* and *caulk* and . . .

CHILDREN: Talk and chalk.

TEACHER: Here's a rhyme using the word walk.

I walk, you walk,
Who walks, who?
He walks, she walks,
They walk, too.

(The class follows the pattern set in the first lesson for choral speaking.)

(Pretends to turn on the faucet and fill a glass with water.) I'm thirsty. I need a drink of water. I could get a drink of water another way. (Pretends to drink from a water fountain.) Let's all turn on the faucet and get a glass of water. Now let's all drink from the fountain. (Everyone pantomimes the actions.) The word water begins with . . . (Waits for response and then writes water on the board.) We drink water. What else do we do with water?

CHILDREN: Take a bath. Wash dishes. Swim in it. Cook spaghetti in it. Water plants with it. (The teacher accepts such responses and then models a complete sentence.)

TEACHER: We wash ourselves with water. The word wash begins with . . . , and the word we begins with . . . , and with begins with . . . , and tell me about the word word. (Waits for responses and then writes wash, we, with and word on the board.)

Here are some / w / pictures. (Holds up a small / w / picture, one of a pair, says the word and then gives the picture to a child. This pattern continues until everyone has one picture to keep.)

(Holds up the matching pictures, one at a time.) Here is another picture. If it matches yours; if it is the same as your picture, tell me, "I have the _____," and then come and get this one. (This pattern continues until everyone has a pair of pictures.) Now you have a pair of pictures; you have two pictures that match -- two pictures that are the same. They are a pair. (Shows own pair.) I have a pair of _____. Kim, what do you have? (Waits for response. Models complete sentence again, if necessary. Tells Kim to ask another child the same question. This pattern continues until everyone has had a turn answering and asking the question.)

Let's count the pairs. One pair, two pairs . . . (Each child adds his / hers to the number of pairs.) All together we have _____ pairs. (Collects the pictures.)

The weather outside today is _____. I like cold weather. The weather is cold in winter. (Shows a picture of a winter scene.) What two / w / words did you hear? (Waits for response and then writes weather and winter.) In the summer, the weather is hot. (Shows a picture of a summer scene.) Hot and cold are opposites. Hot is not cold and cold is not hot. Hot and cold are . . . (Waits for response.) Winter and summer are opposites. Winter is not summer and summer is not winter. Winter and summer are . . . (Waits for response.)

To see what the weather is like outside, look out the window. The word window begins with . . . (Waits for response and then writes window.)

Listen for the / w / words in this poem. (May wish to ask children to name them.)

It's winter out my window,
And I watch the weather storm.
But I'm within my welcome walls,
Where I feel so very warm.

SUMMARY: In addition to presenting and reinforcing the / w / sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in counting and in using the concept of pairs and the antonyms hot-cold and winter-summer.

qu / kw /

WORDS:

quiet
quietly
quick
quickly
question
quarter
queen
quart
quack
quit
quilt
quiz

MATERIALS SUGGESTED:

1. A quarter.
2. Empty quart containers of foods such as milk, juice, ice cream, oil, mayonnaise (or pictures of them).
3. A picture of a queen and one of a quilt.
4. (Optional) a short poem using the / kw / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Concept: quart

LESSON

TEACHER: (Walks in on tiptoe, pantomiming "sh!" Tiptoes around the room, finally sitting down carefully so as not to make a sound. Shows by facial expression and body movement that everyone is to be quiet. Remains sitting this way for about a minute.) It's very quiet. I walked in quietly. I sat down quietly. Let's all be quiet together. (Everyone is quiet for about one minute.) The words *quiet* and *quietly* begin with / kw /. The back of my tongue goes up and down for / k /. *See* my lips come forward in a circle for / w /. *Feel* the back of your tongue go up and down for / k / and your lips come forward in a circle for / w /. (Everyone says / kw /.) *Hear* the / kw / sounds when you say *quiet* and *quietly*. (Waits for responses.)

(Looks quickly from one child to another, asking each a questions but not waiting for an answer. Asks simple questions, such as "What is your name?" "How old are you?" "Where do you live?" "What day is today?" "Who is your teacher?" "What school is this?" "Is it cold outside?" "Can you play the piano?" "Do you have a dog?" Stops, catches his / her breath and then looks questioningly at the class.) What am I doing? I'm asking questions. A question needs an answer. But you didn't answer my questions. Why? Because I didn't let you. I didn't give you time. I was too quick. I asked the questions too quickly. Quick? Quickly? Question? (Looks at the class quizzically.) These words begin with the sound . . . (Waits for response.)

(Shows a quarter.) Another word that begins with / kw / is quarter. This is a . . . (Waits for response.) Quarter is a big word that has a little word, quart, in it. Listen. Quar-ter, quarter. Say it yourself and hear the little word in the big one. (Waits for response.)

Quart is a word for an amount of something. (Shows empty quart containers.) This held a quart of milk. This held a . . . This held a . . . (Waits for responses.) Look at home for quart containers.

Quart, quarter, question, quick, quickly, quiet, quietly. They all begin with the sound . . . (Waits for response.) I'm going to write the words on the board. The spelling of these words will surprise you. (Writes the words and then faces the class and waits for response.) That's right, the sound / kw / is spelled with the letters qu.

(Shows a picture of a queen.) Queen is a word that begins with the letters qu. (Writes queen on the board.) A queen is a woman. A king is a man. Let's pretend we're kings and queens. I am King / Queen _____. John, who are you? (Waits for response. Models complete sentence, if necessary. Tells John to ask one of his neighbors the same question. This pattern continues until everyone has had a turn.) Here's a rhyme with the word queen.

I saw the queen.
You saw the queen.
We all saw the queen
She was wearing green.

(The class follows the pattern set in the first lesson for choral speaking.)

Sometimes when you're angry you want to stop what you're doing, so you say, "I quit." Quit begins with the sound . . . (Waits for response and then writes quit.)

(Shows a picture of a quilt.) There is a kind of blanket called a quilt. Quilt begins with the sound . . . (Waits for response and then writes quilt.)

Ducks make a sound that begins with / kw /. It's . . . (Waits for response and then writes quack.) Quack rhymes with back and Jack and . . .

CHILDREN: Tack, sack, pack, rack, snack, smack, stack, black, crack, track.

TEACHER: Another / kw / word is the name for a short test. It's a . . . (Waits for response and then writes quiz.)

Say the words on the board after me. (Waits for response.) Now I'm going to make up a sentence for one of the words and then erase that word. "It is very quiet in here." (Erases quiet.) Carol, make up a sentence for another word and then erase it. (This pattern continues until all the words have been erased.)

Listen for the / kw / words in this poem. (May wish to ask children to name them.)

> It's a quarter past three in the morning,
> And the Queen is asleep in her bed.
> Because the King is not quiet
> (He snores quite a riot),
> She's pulled the quilt over her head.

SUMMARY: In addition to presenting and reinforcing the / kw / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the concept of quart.

tw / tw /

WORDS:
twirl
twins
twelve
twist
twine
twenty
twig
twice
tweezers
twinkle

MATERIALS SUGGESTED:

1. Something to twirl, such as a roll of tape or a bracelet.
2. A pair of tweezers.
3. A ball of twine.
4. (Optional) a short poem using the / tw / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Counting
4. Concepts: twirl, twins, twice, twist

LESSON

TEACHER: (Walks in twirling something on his / her finger.) I'm twirling. (Calls on a few children to come to the front of the room so they can twirl the item.) Now let's all pretend to twirl. (Waits for response.) Round and round it goes. Watch it twirl. The word *twirl* begins with the sounds / tw /. The letters are *tw*. (Writes *tw* on the board.) The tip of my tongue goes up and down for / t /. You can *see* my lips come forward in a circle for / w /. *Feel* the tip of your tongue go up and down and your lips make a circle as you say *twirl*. (Waits for response.) *Hear* the sounds as you say it again. (Waits for response and then writes *twirl* on the board.)

(Holds up a pair of tweezers.) The word for this begins with / tw /. It's . . . (Waits for response.) Yes, *tweezers*. Tweezers are used to grab and pull things. Pull out a splinter with . . . (Waits for response and then writes *tweezers*.)

Two brothers or two sisters born at the same birth are called twins. They may look exactly alike. Sometimes a brother and a sister are born at the same birth. They are also twins even though they do not look exactly alike. Raise your hand if you know a pair of twins. (Calls on volunteers to tell about the twins they know. Writes twins on the board.)

Here's a rhyme about twins.

> This twin is Benny.
> This twin is Kenny.
> Who has the penny?
> Kenny or Benny?

(The class follows the procedure set in the first lesson for choral speaking.)

Clap your hands twice. (The teacher and the children clap and perform the following actions together.) Knock on your desk twice. Blink your eyes twice. The word twice begins with the sound . . . (Waits for response.) When you do something two times, you do it . . . (Waits for response and then writes twice.)

Here's a rhyme using the word twice.

> I saw the mice.
> I saw them twice.
> They ate the rice.
> They came back twice.

(Choral speaking.)

There are two numbers that begin with / tw/. Let's count until we find them. (Everyone counts.) One, two, three, four, five, six, seven, eight, nine, ten, eleven . . . (Waits for response and then writes twelve. Continues counting up to twenty.) Twenty begins with . . . (Waits for response and then writes twenty.)

Here is a poem you may know. Say it with me. (Or, asks children to repeat after him / her, one line at a time.)

> Twinkle, twinkle, little star.
> How I wonder what you are.
> Up above the world so high,
> Like a diamond in the sky.

The / tw / word in that poem is . . . (Waits for response and then writes twinkle.)

(Twists some of his / her hair.) I'm twisting my hair. I can twist myself. (Twists upper part of body around and back.) You can do it too. Everyone twist around and back. (Waits for response.) The word twist begins with . . . (Waits for response and then writes twist.)

(Holds up a ball of twine.) This heavy cord is called twine. Twine begins with . . . (Waits for response and then writes twine.)

(Draws a picture of a twig on the board.) This small branch is a twig. Twig begins with . . . (Waits for response and then writes twig.) Twig rhymes with big and dig and . . .

CHILDREN: Fig, jig, pig, rig, wig.

TEACHER: Say each word on the board after me. (Waits for response.) Now I'm going to use one of the words in a sentence and then erase that word. "I can twirl the bracelet around my finger." (Erases twirl.) Then calls on volunteer to make up a sentence for another word and then to erase it. This pattern continues until all the words have been erased.)

Listen for the / tw / words in this poem. (May wish to ask children to name them.)

Twisting little columbine,
How your dainty stem does twine;
Twirling clockwise, ever high,
Twice around a twig nearby.

SUMMARY: In addition to presenting and reinforcing the / tw / blend, this lesson provides practice in formulating complete sentences, in rhyming, in counting and in using the concepts of twirl, twins, twice and twist.

wh / hw /

WORDS:
whisper
whistle
whiskers
white
whipped
wheel
whirl
whale
what
why
when
where
which

MATERIALS SUGGESTED:

1. (Optional) a whistle.
2. A picture of Santa Claus.
3. A picture of a whale.
4. (Optional) a short poem using the / hw / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Wh questions
3. Rhyming
4. Whistle used as both a noun and a verb

LESSON

TEACHER: (Walks in whispering some general statements or questions, such as "Good morning," "How are you?," "It's a nice day." Looks expectantly at the class.) I'm whispering. Let's say hello to each other in a whisper. (Waits for response.)

(Blows a whistle.) This is a . . . (Waits for response.) Can you whistle without a whistle? Let's do it. (Waits for response.) The word whistle can mean a thing, a whistle, and it can also mean what you do with a whistle. (Pantomimes action.) Now let's whistle without a whistle. (Pantomimes action.)

Whisper and whistle both begin with the sound / hw /. The letters are wh. (Writes wh on the board.) See my lips form a circle as I say / hw /. Feel your lips form a circle as you say / hw /. (Waits for response.) Now put your hand in front of your mouth and feel the air blow out. / hw /. Hear the sound as you say whisper and whistle. (Waits for response and then writes whisper and whistle on the board.)

A man who does not want a beard needs to shave every day. He shaves his . . . (Waits for response.) Yes, his whiskers. Whiskers begins with . . . (Waits for response and then writes whiskers.)

(Shows a picture of Santa Claus.) Santa Claus has whiskers. What color are his whiskers? (Waits for response.) The word white begins with . . . (Waits for response and then writes white.) White is a color. Clouds are white. Marshmallows are white. What else is white?

CHILDREN: Snow is white. Some chalk is white. Some milk is white. Some bread is white. Some sheep are white. Whipped cream is white.

TEACHER: Yes, whipped cream is also white. Whipped? Whipped? (Looks inquiringly at the class and then waits for response.) Yes, whipped begins with / hw /. (Writes whipped.) Eggs can be whipped. What else can be whipped?

CHILDREN: Potatoes can be whipped. Cream cheese can be whipped. Butter can be whipped.

TEACHER: Watch me whirl around. (Action.) The word whirl begins with . . . (Waits for response and then writes whirl.) Everyone stand and whirl around. (Action.)

Think of the / hw / word that is part of a bike, a wagon, a car, a motorcycle. (Waits for response and then writes wheel.) Wheel rhymes with feel and heel and . . .

CHILDREN: Meal, kneel, peel, seal, veal, steal.

TEACHER: (Shows a picture of a whale.) This is a whale. Whale begins with . . . (Waits for response and then writes whale.)

When we ask questions, we use words that begin with / hw /. Why begins with / hw /. (Writes why.) Jane, why are you smiling? Jeffrey, why are you wearing a sweater? (Waits for answers. Then calls on a few volunteers to ask why questions.)

When begins with / hw /. (Writes when.) Jennifer, when did you get up this morning? Richard, when did you have breakfast? (Waits for answers. Then calls on a few volunteers to ask when questions.)

Where begins with / hw /. (Writes where.) George, where is your jacket? Diane, where is your pencil? (Waits for answers. Then calls on a few volunteers to ask where questions.)

What begins with / hw /. (Writes what. Points to objects in the room.) What is this? What is that? (Waits for answers. Then calls on a few volunteers to ask what questions.)

Which begins with / hw /. (Writes which. Addresses a few children, one at a time.) Which book do you want? Which pencil is yours? Which crayon is red? (Waits for responses. Then calls on a few volunteers to ask which questions.)

I'm going to use one of the / hw / words in a sentence and then erase that word. "I wish I could learn how to whistle." (Erases whistle. Calls on a volunteer to use one of the words on the board and then to erase it. This pattern continues until all the words have been erased.)

Listen for the / hw / words in this poem. (May wish to ask children to name them.)

The breeze whips in with a whistle,
Then drops to a whispering whine;
Carrying whiskers of whiteness,
Whirling the snowflakes so fine.

SUMMARY: In addition to presenting and reinforcing the / hw / blend, this lesson provides practice in formulating complete sentences, in asking and answering wh questions, in rhyming and in using the word whistle as both a noun and a verb.

x / ks /

WORDS: box fox mix ax
pox six fix wax

MATERIALS SUGGESTED:

1. Big, medium, little boxes, such as a jewelry box, cereal box, cookie box, tissue box, spaghetti box, candy box, at least 12 all together, 4 of each size (or pictures of these various-sized boxes).
2. A picture of an ax.
3. (Optional) a short poem with words that end with the / ks / blend.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Counting
5. Concepts: big-medium-little, mix, fix, wax
6. Wax used as both a noun and a verb

LESSON

TEACHER: (Gives each child a box but keeps one. Holds it up.) I have a cookie box. John, what do you have? (Waits for response. Tells John to ask one of his neighbors the same question. This pattern continues until everyone has had a turn answering and asking the question.)

Each of us has a box. But the boxes are not exactly alike. Some are little and some are big. Some are medium size. My box is medium size. Karen, what size is your box? (Waits for response and then tells Karen to ask someone else the same question. This pattern continues until everyone has had a turn. Collects the boxes.)

Box rhymes with pox. Raise your hand if you have ever had the chicken pox. (Waits for response.) Think of the name of an animal that rhymes with box and *pox*. (Waits for response.) Yes, fox. (Writes *box*, *pox*, *fox* on the board.)

(Places the boxes in groups of sixes on a table.) Let's count. Here are six and here are six more. *Six* rhymes with *mix* and *fix*. (Writes *six*, *mix*, *fix* on the board.) What is the same about all these words? (Points to all the words on the board.) What letter do they all end with? (Waits for response.) Yes, they all end with the letter *x*. Listen to the sound of the letter *x*. (Emphasizes the / ks / when saying the words on the board.) The letter *x* makes two sounds together -- / ks /. Say them with me. / ks /. (Everyone repeats / ks /.)

See my mouth open and close for / ks /. I *feel* the back of my tongue go up and down for / k / and the front of my tongue move up a little for / s /. *Feel* the back of your tongue go up and down and the front move up a little as you say / ks /. (Waits for response and then writes *x*.) *Hear* the / ks / at the end of the words as you say them after me. (Children repeat after the teacher.)

(Arranges a group of three big boxes and a group of three little boxes.) Here are three big boxes and over there are three little boxes. I'm going to mix them up. (Action.) Now I'm going to mix you up. (Tells each child to take another child's seat.) Now you are all mixed up. (Tells children to go back to their seats.) I'm going to use the word *mix* in a sentence. "I will mix the cake." You think of a sentence with *mix*. (Calls on volunteers. Possible responses: "I eat mixed vegetables." "My mother mixes a salad." "Mix the chocolate milk." "Did you mix the pudding?" "Who mixed up my papers?")

When you make a mistake on your paper, what do you do? (Waits for response.) Yes, you erase it and write over. You fix it. If your paper rips, you tape it; you . . . (Waits for response.) Yes, you fix it. When something is wrong, and you change it to make it right, you . . . (Waits for response.)

(Shows a picture of an ax.) This word also ends with the letter *x*. It's an

. . . (Waits for response and then writes ax.) An ax is a tool. It's used to cut wood. Ax rhymes with wax. (Writes wax.) Candles are made of wax. Wax is also something used to clean and polish. To clean and polish with wax is to wax. Use wax to wax the furniture. Use wax to wax the car. Use . . . to . . . the floor. (Looks inquiringly at the class and then waits for responses.) Does anyone in your family use wax? For what? (Waits for responses.)

Here's a rhyme using the word wax.

> Use wax to wax the floors,
> And wax to wax the doors.
> Use wax to wax the chairs,
> But do not wax the stairs.

(The class follows the procedure set in the first lesson for choral speaking.)

(Calls on the children, one at a time, to use a word on the board in a sentence and then to erase it. This pattern continues until all the words have been erased.) How many words can you remember? (Writes the words on the board quickly as the children call them out.)

Listen for the words that end with / ks / in this poem. (May wish to ask children to name them.)

> A six-year-old fox
> Trapped himself in a box.
> Silly old fox!
>
> What a terrible fix
> For a fox who was six.
> How'd he get in that mix?
>
> "I must have been lax,
> Or my train turned to wax.
> What I need is an ax."

But the silly old fox
Couldn't flee from the box.
"A pox on this box!" said the fox.

SUMMARY: In addition to presenting and reinforcing the / ks / blend, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in counting, in using the concepts of big-medium-little, mix, fix and wax and in using the word wax as both a noun and a verb.

y - / j /

WORDS:

yes
you
yawn
yellow
yesterday
yarn
yard
yolk
yell
yo-yo
year
young

MATERIALS SUGGESTED:

1. A yellow paper star pinned to the teacher's clothing.
2. A picture of an egg showing the yolk.
3. Yellow foods, such as bananas, lemons, grapefruit, corn, squash (or pictures of them).
4. (Optional) a short poem using the / j / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Counting
4. Concepts: yellow, yolk and yesterday

LESSON

TEACHER: (Walks in wearing a yellow paper star pinned to clothing. Stands in front of the room and yawns a few times.) Oh my, I'm so tired I can't stop yawning. Make believe you're tired too, and stretch and yawn. (Everyone stretches and yawns.) You yawned. I'll point to you and you point to me and we'll all say that together. (Everyone says, "You yawned.") Who yawned?

CHILDREN: You yawned.

TEACHER: Those two words begin with the same sound -- / j /. The letter is *y*. (Writes *y* on the board.) *See* my lips smile as I make the sound / j /. *Feel* your lips smile when you make the sound / j /. (Waits for response.) *Hear* the / j / when you say *you* and *yawned*. (Waits for response and then writes the words.)

I am wearing a yellow star. Raise your hand if you are wearing anything yellow. (Calls on children to say what yellow clothing they are wearing.) Yellow begins with the sound . . . (Waits for response and then writes yellow.)

(Shows a picture of an egg out of the shell.) The yellow part of an egg is called the yolk. What part of the egg is yellow? (Waits for response and then writes yolk.) Yes, the yolk is yellow. What other foods are yellow? (Shows foods or pictures of them.)

CHILDREN: Bananas are yellow. Lemons are yellow. Grapefruit is yellow. Corn is yellow. Squash is yellow.

TEACHER: Yes. (Looks surprised and happy.) Yes? Yes? (Looks inquiringly at the class, waits for the children to say that yes begins with / j / and then writes yes on the board. Asks each child a question that requires a yes answer, such as "Is today _____?" "Is your name _____?" Are you wearing a _____?" "Is your hair _____?")

The word yes rhymes with Bess and Jess and . . .

CHILDREN: Less, mess, chess, bless, guess.

TEACHER: Today is _____. Yesterday was _____. (Name of yesterday) was . . . (Waits for responses.) Yesterday begins with . . . . (Waits for response and then writes yesterday.) Listen for the two little words in yesterday. (Says the word slowly, syllable by syllable, and then waits for response.)

(Pretends to play with a yo-yo.) Guess what I'm playing with. (Waits for response and then writes yo-yo.) Yo-yo has two / j / sounds in it. Everyone stand and make believe you're playing with a yo-yo. (Everyone pantomimes the action and then sits down.)

The word yarn begins with / j /. (Writes yarn.) Raise your hand if you know someone who knits or crochets with yarn. (Waits for response.) When I change the letter n to d, I make another / j / word. It's . . . (Waits for response and then writes yard.)

Here is a rhyme for you to finish with a / j / word.

It rhymes with bell.
It's easy to spell.
Grown-ups will tell
You not to . . .

(Waits for response and then writes yell. This may be repeated as a choral speaking activity.)

How many / j / words do we have on the board? (Everyone counts aloud.) Yes, there are 10 / j / words.

I'm going to use one of the words on the board in a sentence and then erase that word. "The yolk of an egg is delicious." (Erases yolk. Calls on a volunteer to use a word in a sentence and then to erase it. This pattern continues until all the words have been erased.) How many can you remember? (Writes them quickly on the board again as the children call them out.)

Listen for the / j / words in this poem. (May wish to ask children to name them.)

Yesterday you ate an egg;
Its yolk was creamy yellow.
And then you yawned and took a nap,
You young but lazy fellow.

SUMMARY: In addition to presenting and reinforcing the / j / sound, this lesson provides practice in formulating complete sentences, in rhyming, in counting and in using the concepts of yolk and yesterday.

z / z /

WORDS: zip zipper zero zoom
zoo zebra zone zap

MATERIALS SUGGESTED:

1. A picture of a bee.
2. Items that have zippers, such as a sweater, a jacket, a skirt, a pair of pants, a purse, a case (or pictures of them).
3. A picture of a zoo that includes a zebra.
4. (Optional) a short poem using the / z / sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Rhyming
3. Counting

LESSON

TEACHER: (Walks in making a constant buzzing / z / sound. Looks around as if trying to find what is making the sound. Shows a picture of a bee.) Bees buzz. Zzzz. (Prolongs the / z / sound.) See a little smile on my lips as I make the / z /. Feel the vibration on your tongue as you make the / z /. It tickles. / z /. The letter for that sound is z. (Writes z on the board.) Hear yourself make the / z / sound in the word zip. (Everyone says zip.) Make believe you're wearing a jacket with a zipper. (Everyone pantomimes the following actions and repeats the words after the teacher.) Zip it up. Zip it down. Zip it closed. Zip it open.

Here's a rhyme using the word zip.

Zip it up to your nose.
Zip it down to your toes.

You can't zip a rose,
As everyone knows.

(The class follows the pattern set in the first lesson for choral speaking.)

(Shows things that have zippers.) This sweater has a zipper. This skirt has a . . . This . . . (Waits for responses.)

Zip and zipper begin with the sound . . . (Waits for response and then writes zip and zipper. Then writes the number zero.) This number is . . . Zero begins with . . . (Waits for responses.)

(Shows a picture of a zoo with a zebra in it.) Raise your hand if you have been to a zoo. Zoo begins with . . . There is an animal in the zoo whose name begins with / z /. It's a . . . An animal that looks like a horse but has black and white stripes is a . . . (Waits for responses and then writes zoo and zebra.)

Listen to this rhyme about a zebra.

Did you ever see a zebra in the zoo?
Did you ever see a zebra moo and moo?
Did you ever see a zebra chew and chew?
Did you ever see a zebra wave to you?

(Choral speaking.)

The word zone begins with / z / and it means a special place, like a safety zone. Always stay in the safety zone. Do not go into the danger . . . (Waits for response and then writes zone.) Zone rhymes with bone and cone and . . .

CHILDREN: Phone, tone, stone, Joan, shone.

Zoom is another / z / word. It means "to move fast." (Writes zoom.) A motorcycle zooms by. An airplane zooms in the sky. Zoom rhymes with loom and doom and . . .

CHILDREN: Boom, room, broom, bloom, gloom.

TEACHER: Tell me the / z / word in this sentence. "Zap the mosquito with a spray can." (Waits for responses and then writes zap on the board.)

How many / z / words do we have? (Everyone counts.) There are _____ words. Let's say them one at a time. (Calls on individual children to come to the board, say one of the words and then to erase it. This pattern continues until all the words have been erased.) How many can you remember? (Writes them on the board again as the children call them out.)

I'm going to make up a sentence for one of the words. "Zero is a number." (Erases zero and then calls on volunteers to use the words on the board in sentences and then to erase them.)

Listen for the / z / words in this poem. (May wish to ask children to name them.)

> I talked to animals at the zoo;
> The zebra was really quite chipper.
> "These stripes can come off," he said to me.
> "They're only held on with a zipper."

SUMMARY: In addition to presenting and reinforcing the / z / sound, this lesson provides practice in formulating complete sentences, in rhyming and in counting.

zh /ʒ/

WORDS: treasure measure pleasure
television usually

MATERIALS SUGGESTED:

1. An electric razor.
2. Measuring utensils / equipment, such as measuring cups and spoons, a liquid measuring cup, a thermometer, a small food scale or any scale, a timer, a ruler (or pictures of them).
3. (Optional) a poem using the /ʒ/ sound.

LANGUAGE FORMS EMPHASIZED:

1. Complete sentences
2. Questions
3. Rhyming
4. Concepts: temperature and measure

LESSON

TEACHER: (Walks in pretending to shave with an electric razor.) Zhhhh. Let's all pretend to shave with an electric razor. (Everyone pantomimes the action and makes a prolonged /ʒ/ sound.)

See my lips come forward when I say /ʒ/. Feel your lips come forward when you say /ʒ/. Hear how noisy the /ʒ/ sound is. There are no words that begin with /ʒ/. Some words have /ʒ/ in the middle. Measure, treasure, pleasure, for example. (Writes the three words on the board.) Say them after me and listen to yourself make the /ʒ/ sound. (The children repeat the words.)

We use different tools to measure different things. (Holds up a set of dry measuring cups.) These are measuring cups. They are used to measure things like flour and sugar. They are called . . . (Waits for the children to say measuring cups.)

(Holds up a set of measuring spoons.) These spoons are used to measure very small amounts of things like salt and pepper.

(Holds up a liquid measuring cup.) This measuring cup measures liquids like water and milk and juice.

(Holds up a thermometer. If there is a room thermometer, uses it.) A thermometer measures how hot or cold something is. It measures temperature. It tells how hot the oven is or how hot or cold it is outside or how hot or cold the room is. When you are sick, a thermometer will tell you your temperature. It will tell you how hot you are. A thermometer . . . (Waits for the children to say that it measures temperature or that it measures how hot or cold something is.)

(Points to or holds up a scale.) A scale measures how heavy something or someone is -- how much it or he / she weighs. A pound of cheese, 5 pounds of potatoes, ½ pound of bologna.

Do you know how much you weigh? (Waits for response and then asks a few children to tell how much they weigh.) A scale . . . (Waits for children to say that it measures how heavy something is or how much something weighs.)

(Holds up a timer.) This is a timer. It measures time. I will set it to measure two minutes. It will ring two minutes from now. A timer . . . (Waits for children to say that it measures time.)

(Holds up a ruler.) A ruler measures size. It measures how long or wide something is. This pencil measures _____ inches long. This book measures _____ inches long and _____ inches wide. A ruler . . . (Waits for children to say that it measures size.)

(Points to all the measuring tools.) All these are used to . . . (Waits for response.) Yes, to measure things.

Raise your hand if you watch television. (Waits for response.) What sound do you hear in the middle of the word television? (Waits for response and then writes television on the board. Look at how it's spelled. It's different from the other words. But the sound is the same. Say the word with me. Television. I usually watch television after dinner. John, when do you usually watch television? (Waits for response and then tells John to ask someone else the same question. This pattern continues until everyone has had a turn.)

TEACHER: We used another /ʒ/ word. What was it? (Waits for children to say usually and then writes it on the board.)

(Says the words on the board, one at a time, and then calls on individual children to come up to the board, to repeat one of the words and then to erase it. This pattern continues until all the words have been erased.) How many can you remember? (Writes the words again as the children call them out.) Don't let the spelling fool you. The sound /ʒ/ is sometimes spelled su and sometimes si.

Listen for the /ʒ/ words in this poem. (May wish to ask children to name them.)

THE KING'S TREASURE

"I love my treasure," said the King.
"I get such pleasure from the thing."

"I love your treasure," said the Queen.
"It's the biggest I've ever seen."

"I shall measure it," the King replied,
"From front to back and side to side."

"Why?" asked the Queen.
"Because," said the King,
"It's a pleasure to measure my treasure."

What did the King say at the end? (Waits for response.)

SUMMARY: In addition to presenting and reinforcing the /ʒ/ sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming and in using the concepts of temperature and measure.